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This collection of articles, written by administrators and teachers in the small city and rural school districts of Chautauqua and Cattaraugus Counties, New York, deals with the education of culturally disadvantaged white, Negro, Puerto Rican, Indian, and migrant youth. Programs developed by the schools with the aid of Federal funds providing special aid for all mentally, emotionally, and physically handicapped children are discussed. The articles are grouped under 3 headings: (1) What Does the Teacher Face?; (2) What Can the Teacher Do?; and (3) What Can the Administration and Community Do? Bibliographies are included at the end of each article. (TL)

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EDUCATING THE CULTURALLY DISADVANTAGED CHILD

IN CHAUTAUQUA AND CATTARAUGUS COUNTIES

NEW YORK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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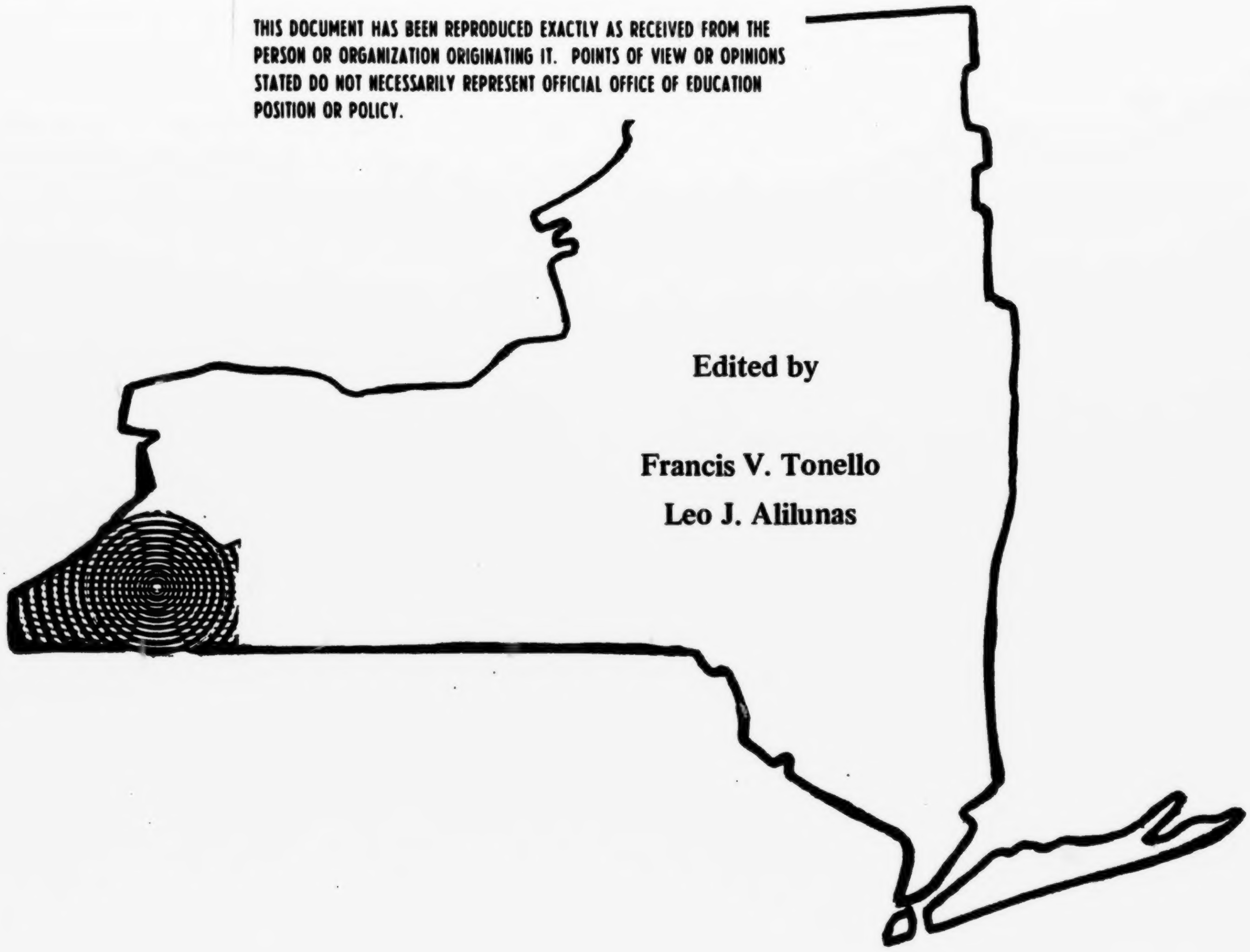

Edited by

Francis V. Tonello
Leo J. Alilunas

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No man writes alone; no man thinks alone. This publication is made possible by the man who has allowed us to work and live the *impossible dream*—Philip Joseph LoGuidice.

. . . The Editors

FOREWORD

The introduction of the Elementary and Secondary Education Act of 1965 and the Economic Opportunity Act of 1964 made federal participation in local public and non–public education a national commitment.

Poverty, ignorance and welfare were linked to lack of education and training. The small city and small rural school districts of Chautauqua and Cattaraugus Counties received federal funds for the specific purpose of developing and implementing educational programs for the disadvantaged youth, ages 5–17.

The focus of most of the special aid was for the child in a particular school district whose special educational need was a result of poverty, environment, cultural or linguistic isolation from the community. All mentally, emotionally and physically handicapped children were to be included.

The school was confronted with three questions:

(1) What Does the Teacher Face? (the nature of the disadvantaged child)

(2) What Can the Teacher Do?

(3) What Can the Administration and Community Do?

Schools applied new techniques and new ideas to the local situation. Programs were developed in pre–school education, art, drama, reading, mathematics, library, parent education, teacher training, work–study, health, physical education and summer camp programs.

Many of the articles are an outgrowth of teacher and administrator *grass roots* experiences written in conjunction with summer course work at the State University College of New York at Fredonia (1966–68) under Dr. Leo J. Alilunas, Professor of Education.

Something happened to us as we taxed our energies in attempting to relate to the needy child. He showed us how tight the *Little Red School House* really is. He taught us that apart from techniques and research we cannot help him without first relating to his fundamental needs of health, nutrition, dignity and love. He has taught us that our personal dedication to the total human person as an intellectual, emotional, and spiritual individual is essential to him. We believe the disadvantaged child has taught us that it is not so much that they need us, but it is *we* who need *them.*

The Editors

TABLE OF CONTENTS

Part I What the Teacher Faces

The Extra Curricular Involvement of a Teacher of the Disadvantaged *Julius O. Schoener* 1

Teaching Poor White Families in the Cassadaga Valley Area *Ola Cave* 9

Educating the Disadvantaged in the Little Valley Area *Jessie Folts* 13

Educating the Disadvantaged in the Mayville Area *Mary A. Tarbell* 16

The Seneca Indian: With Implications for the Classroom Teacher in Gowanda, New York *Linda L. Peck* 20

Dunkirk's Summer Program for Migrant Children *Louis Gugino*, *James Mangano* 26

Part II What Can the Teacher Do?

Helping Young Disadvantaged Children at the Love School, Jamestown, New York *Jeannette A. Schneider* 31

Extended Educational Program for the Disadvantaged–Pre-Second Grade, Love School, Jamestown, New York *Jean Trisket* 36

The Role of the Teacher Aide in the Jamestown Public Schools *Carol P. Wayne* 41

Teaching Physical Education and Health Education to the Disadvantaged in the Public Elementary Schools in Dunkirk, New York *Kathryn Goodell* 47

The Creative Art Experience as it Relates to the Educationally Handicapped, Sherman, New York *Loeta O. Werren* 53

Teaching Mathematics to the Disadvantaged, Dunkirk Junior High School *Frederick J. Gregory* 58

Vocational Opportunities for the Disadvantaged in Sherman, New York *William J. Wiggers* 64

Head Start Program – BOCES *Phylia Kohl* 69

Part III What Can the Administration and Community Do?

A Survey of the Culturally Disadvantaged Families and the Implications to the School System in Hinsdale, New York *Madeline S. Corbin*, *Mary F. Hitchcock*, *Sonya I. Larson*, *Lynford Strong* 77

Survey of Programs for the Disadvantaged in the Dunkirk Public School System *Alice Jonus* 89

A Proposal for a Parents Institute for the Culturally Deprived in the Rogers School, Jamestown Public School System *David Mathew Peterson* 93

Innovations to Aid Culturally Deprived Children in the Primary Grades at the Samuel G. Love School, Jamestown, New York *Roger Gilbert* 97

A Performing Arts Program for the Culturally Disadvantaged of the Pine Valley School District *Douglas Allen* 105

TABLE OF CONTENTS (Continued)

What's the Administration Up To? *Francis V. Tonello* 109

Funded 1984? *Francis V. Tonello* 114

Cooperative Programs for the Disadvantaged *Francis V. Tonello* 117

PART I

WHAT THE TEACHER FACES

THE EXTRA CURRICULAR INVOLVEMENT OF A TEACHER OF THE DISADVANTAGED

Julius O. Schoener*

This paper is concerned mainly with the typical involvement of the teacher with culturally deprived mentally retarded boys and girls outside the classroom and the implications this involvement may have for the teacher of a regular class who may be dealing with culturally deprived in a "normal" classroom.

The experiences given are factual and, while many are bizarre in terms of the traditional image of teachers and teaching, all teachers of special classes and not a few teachers of "normal" students will recognize them as the rule rather than the exception when dealing with culturally deprived children.

The class described herein is an Educable Mentally Retarded class of 15–18 individuals ranging in age from 12 to 21 years and in I.Q. scores from 50 to 75. Ability ranges from pre–primer to 5th or 6th grade in language arts and slightly higher in arithmetic. The class is divided into four or five groups for basic subjects (i.e. reading, spelling, arithmetic) at appropriate grade levels, and taught science and social studies as a total group with individual instruction as time permits. While each school system varies with regard to the special teacher's responsibilities, this classroom teacher is responsible for the teaching of art, gym and other special subjects he desires for his class. Shop is a responsibility shared with the Industrial Arts teacher. (It should be noted here that the economically deprived system adds further to the plight of the culturally deprived child and this fact should be borne in mind while the incidents described are being considered.)

The "involvement" which is to be considered will include personal contacts made by the teacher with the culturally deprived student, his parents, friends, antagonists, agencies and other persons involved with the student, to his advantage or detriment, which take place out of the school context.

While individual involvement is the main point of this paper, it would be in order here to preface actual case histories or "incidents" with a brief overview of some of the group activities which have been undertaken by the classroom teacher which are actually outside the realm of classroom teaching and border upon the area of personal involvement with the culturally deprived:

(1) Experimental school–work program and after school work experiences
(2) Weekend camping trips
(3) Weekend field trips
(4) Home involvement after school and weekends
(5) Follow up folder and visitations.

The School–Work Program—While many advanced school systems operate a fairly organized and sophisticated school–work program, this system has no such program and evidenced very little genuine interest in beginning one. Therefore, it fell to the classroom teacher to institute (with the concurrence of the head of the department) an experimental program which, while it would partially fill this void, could be operated without the direct blessing of the administration. Under this experimental program students were placed in jobs which they could perform either after school, weekends, and, in the case of two or three students, during the school day. Those excused during the school day were carried on the register as present under the code "Ed" for approved educational program off school grounds. The teacher made the rounds of the farms after school to check with the farmers and the working students to field any problems which might arise. Further, each employer was asked to fill out an evaluation report on the student employee at the end of his term of employment. As most of the farm work was seasonal by crop, some of the students ended the year with several evaluations from as many employers. Other younger students who were limited by law as to the hours and types of employment they could accept were placed in spot jobs (washing windows, mowing lawns, shoveling snow, etc.) after school and weekends, as they came up, and were evaluated in the same way. This, of course, involved after school and weekend attention to the program by the teacher and often entailed parent conferences to gain permission to place the students. The students earned and handled their own money and were asked only to keep an accounting of their hours and wages to be used in arithmetic classes during the school day.

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*Teacher, Educable Class (Ages 12–21), Dunkirk Junior High School, Dunkirk, N. Y.

Unfortunately, this program had to be suspended at the end of the first year for lack of support from the school system. Without this support, continued running of the program would leave the classroom teacher open to pecuniary liability in the event of an accident or injury to the working student. Informally, the after school and weekend aspect of the program has been continued – not as a school–work program but rather as a personal project of the classroom teacher which does not involve the school in any way.

Weekend Camping—Many of the students in this class, coming from lower socio–economic urban families, had had no opportunity to camp out or even visit a wooded area. In science classes it was evident that they had little appreciation for conservation of natural resources and related subjects as they had had little if any contact with nature. The occasional bugs, birds, and other animal life brought into the room were objects of much interest and discussion but very little understood.

Since the school system was not ready or willing to provide this kind of experience or even the transportation to and from such an experience, it again fell to the classroom teacher to provide the program and arrange for its execution at a minimum expense to the deprived students. A campsite was "loaned" to the teacher for the use with this class.

The following letter to the parents outlines the method used to provide the camping and nature study experience which, if the enthusiastic response of the students is any indication, was a tremendous success.

> Dear Parents,
>
> Arrangements have been made for Room 57 to use the campsite shown on the map for overnight or weekend camping trips which will be held as soon as weather permits.
>
> We have a pick–up truck and camper to use which can sleep two comfortably

or four in case of rain. We are also making tents in class from surplus canvas.

The campsite is on private land and within easy walking distance of a farmhouse which has a telephone we are welcome to use if the need should arise.

Our tentative plans are to leave Dunkirk shortly after supper on Friday evening, make camp, eat a late snack, sleep overnight, eat breakfast, break camp, and then return to Dunkirk Saturday (probably before the noon meal.) There will be three to four boys in each trip.

Each boy should bring the following equipment:

1. Mess Kit (Metal or wooden plates and an old knife, fork and spoon will do.)
2. Canteen (or other unbreakable container full of water for drinking and cooking.)
3. A Sleeping Bag (or one or two heavy blankets.)
4. Enough food for his own needs.

I will supply transportation, supervision, and all other necessary equipment for the trips.

Please sign below and return if you give your permission for your boy to go on one of these trips.

Thank you,

The academic carry–over, while gratifying, was not nearly as valuable as the general increase in interest of the students gained new respect for some of their less antagonistic classmates who had some knowledge of woodlore and camping.

Weekend Field Trips—Two students of the class had done some traveling with their families. Of the remainder, about half had been as far away as Buffalo and the rest had not been outside the city limits! As buses were impossible to use during the school day for anything but a protracted trip, the teacher made arrangements to take the students in small groups on weekend trips. These trips included the Museum of Natural Science, the Albright–Knox Art Gallery, the Zoo and the Buffalo International Airport in Buffalo, New York; the County Court House in Mayville (with a side trip through Fredonia and Westfield); and Niagara Falls, Canada and environs.

These trips usually took place on Saturday and utilized the teacher's private automobile. In one case a bus was chartered at a greatly reduced fee to take two special classes on a Buffalo trip during the school day.

Unfortunately, these field trips are restricted to the availability of weekends to the classroom teacher who must exercise great care since the school will assume very limited responsibility for most trips and refused to even be associated with the trip to Canada.

Follow–up Folder and Visitations by Ex–students—Finally, as a matter of personal interest and a means of providing an evaluative tool, the classroom teachers set up a folder for each student which is maintained in the teacher's home. All records, reports, and files on each individual which are not confidential are maintained here and new information (i.e. address changes, employment, military service, newspaper items, etc.) concerning each is added to the file after the student has left school.

To aid this attempted follow–up each student is told what his file contains when he leaves and is encouraged to stop by the house or write and keep in touch with the teacher to keep the file up to date. In return the teacher promises to make available to the ex–students any of the information they may need (as when applying for a job, filling out forms, etc.). Many ex–students drop in on the class and at the teacher's home and willingly offer this information which they understand will also be used to evaluate our program and perhaps indicate changes or additions which will be helpful to future classes.

The following case history provides the background against which the Incidents, Considerations, Actions and Evaluations may be judged. This case history illustrates better than cold statistics the problem the teacher of the culturally deprived must face – or ignore.

General Background –M.B.'s parents separated and divorced when he was in the middle grades. His former teachers had reported behavior problems with M.B. in the classroom which included fighting, running away, and truancy. M.B. had consistently expressed a preference for his mother but was made a ward of his grandmother whom he defied openly. On at least two occasions prior to entering my special class, "Room 57," he had run away from his grandmother's home in search of his mother who visited only on rare occasions. When M.B. entered this special class he was 14 years old, living with his grandmother (along with an older sister and brother) and all were receiving welfare assistance. He was of average height and weight, able to defend himself fairly well and extremely antagonistic toward his classmates on occasion. He was capable of doing well at about the 4th or 5th grade level but often chose to let assignments go by half finished or carelessly done. When he was interested in a topic he could and did do outstanding work and showed extreme enthusiasm.

Incident–October 20, 1962. As I was walking downtown after school I met two members of my class hanging around outside the police station. As is typical of this group, these two could not hide the fact that something was up when they saw me. After exchanging hellos I asked them point blank what was going on. They told me M.B. had been arrested for shoplifting and was inside in a cell. This sounded a bit pre–emptory and I decided it would be best to go inside and get the straight of the story. After I identified myself and asked if there was anything I could do,the desk sergeant verified that M.B. indeed been picked up and had been put in a cell. It seems that the day before M.B. had been caught shoplifting a radio in a local store. The police had taken him to the station, questioned him, recovered the stolen property and directed him to return the following day. When M.B. returned this day he stopped on his way to the police station and shoplifted several more items, all of which the police found on his person when he showed up as directed. At this point he was placed in the cell to impress him with the seriousness of the repeated offense while the police tried unsuccessfully to contact his grandmother. The sergeant further informed me that this was not the first time M.B. and other members of his family had been in trouble with the law. He recalled that M.B. at age 12 came to the police station to ask directions to Cleveland. Police questioning revealed that he thought his mother was living there and he planned to run away to find her. He further stated that the authorities were tiring of doing the job M.B.'s grandmother was finding too much to do and that any further matters would be referred to family court. He allowed me to enter the cell and talk to M.B. who did not seem too impressed by incarceration. After a brief talk with M.B. I again asked the sergeant if I could be of help in the matter. He said that inasmuch as they had been unable to reach the grandmother that he would release M.B. in my custody if I would see to it that he got home and his grandmother was informed of what had happened.

Considerations– The first consideration in any action to be taken or deferred is for the student involved. "What action will benefit M.B. the most?" Secondly, I must consider my relationship with M.B. as a teacher, as a man, and hopefully, as a friend. I must admit that there was some hesitation on my part before I walked into the station. This was not a school matter. The incident did not happen on school grounds and did not involve school property. In plain point of fact it was none of my business – as a teacher. As a man and as a friend (both of which M.B. needed just then) I could and did go in to find out if I could be of help to him. As a teacher I could only hope to turn the results to his and my advantage in the classroom at a later date.

When the sergeant offered to release him in my custody there were more complicated considerations. Legally I could accept the trust of the police but I would also be personally responsible for M.B. until he was turned over to his grandmother. I had a fairly good relationship with M.B. and his grandmother on the basis of school–related problems and was confident that M.B. could be handled until turned over to his legal guardian. M.B. was obviously not impressed with his detention and I could see little point in allowing him to remain jailed. Here was an opportunity to allow M.B. to see his teacher in a different and perhaps, to his eyes, a more favorable role – that of a friend that disapproved of what he had done but wasn't about to walk off and leave him as so many people throughout his life had done. If I were to accept his custody, it would mean leaning heavily upon the little faith I had had a chance to establish with M.B.'s grandmother and trusting that she would approve of the unsolicited action I had taken.

Action–The alternative to taking custody of M.B. was to leave him in jail. I took custody after again talking to him and explaining what I was going to do and why. For his part he agreed to go with me and to behave himself until we could locate his grandmother. After making the necessary arrangements, we left the police station and drove to M.B.'s home where his grandmother was waiting. (She had been downtown shopping when the police had been trying to contact her.) I explained to her how I happened to bring M.B. home and she took the information rather well. She asked me to remain while she questioned (or rather berated) M.B. for his behavior in an apparent effort to impress us both with how hard she was trying to do "the right thing." M.B. became arrogant and insolent to her and finally refused to talk at all. Grandmother said (in his presence) that she couldn't do a thing with him and that if he should act that way in class I had her permission to hit him. I replied that while I was quite sure M.B. would never be so foolish as to attempt this in my class, should he try I would probably find other means with which to deal with the problem and, further, in cases where corporal punishment became necessary, I seldom had the time or the inclination to make arrangements with the parents. She accepted this, thanked me for interceding with M.B. at the police station and I took my leave.

As a result of this incident I made a request to the school to refer M.B. to the school psychologist. The report included an account of this incident and the following:

"Immediate reference to psychiatric care would seem to be indicated here. This boy is headed for big trouble and if the school cannot help him all indications are that the courts will soon take the matter out of our hands. M.B. has responded, if grudgingly, to discipline in class. While he is erratic in behavior and achievement, he has shown a distinct improvement since the beginning of the year and is capable of good work when the spirit moves him. Outside class he seems to feel free to do as he pleases and will attempt to brag about his unacceptable behavior when back in school with his classmates.

It is doubtful that he can benefit from this special class under these continued circumstances. Without medical care and perhaps psychiatric treatment it seems certain that he will continue to go from bad to worse using his classroom situation as a temporary haven between sorties. The effect upon some of his more impressionable classmates may only be imagined. The effect on M.B. may be predicted with near certainty."

Evaluation—In case of M.B. and this initial incident I have concluded that the action was correct but that the end result was failure to help this student. "The operation was a success but the patient died." M.B. progressed from petty larceny to reform school (sent to Industry, N. Y., in April, 1963 as incorrigible); re-entered Room 57 in September, 1964; sent back to Industry in January, 1966, for impersonating a military personnel (reduced to disorderly conduct); arrested in March, 1966, on petty larceny for stealing and signing a check belonging to another (and held in county jail two days until his report to the Job Corps); left for the Job Corps in March 1966, – ran away from Job Corps in April, 1966; and finally arrested in May, 1966, for grand theft (automobile) case and sentence still pending.

In between each of these incidents M.B. would return to visit the class and (after he was dropped from the class) would continue to visit me at my home. On every occasion we would talk very frankly about his latest encounter with the law and he was always ready to admit his mistakes and to protest that he would not repeat them. I did not attempt to sermonize with M.B. but he was intelligent enough to see the merits of improved behavior as opposed to following his chosen course of unlawful behavior. He was rational, mature, and amenable during each of these conversations and yet, a few days later would behave in a manner quite the reverse of what he knew to be best. Apparently the original diagnosis for psychological or psychiatric help was accurate. All further actions taken in M.B.'s behalf had only one beneficial result – he kept coming back. (M.B. had indeed taken to getting his attention from those who had paid any attention to him. During his short stay in the Job Corps he even took the time and trouble to call me – collect – from West Virginia, just to say hello and talk awhile.) While our talks did not defer him from anti–social behavior he still returns for help and advice which, if he should ever become emotionally straightened out, may be of some use to him.

It might be well to state here that one cannot expect immediate results (or, indeed, any results at all) in working with the culturally deprived. It must sometimes suffice to know that you have done as much as you could and, in doing so, have at least not added to the resentments, frustrations, and deprivations of your charge.

There are implications in the area of extracurricular involvement for the regular classroom teacher who is dealing with the culturally deprived. While the regular classroom does not offer the opportunity for the close relationship inherent to the mentally retarded special class, many of the precepts formed from this kind of work are applicable to the regular classroom teacher in some degree. Each teacher will, of course, modify these general findings to better suit the needs of the children with whom he is working, the community and school system in which he works, and, by no means least important, to their own personalities and capabilities. If we may begin with the assumption that the regular classroom teacher is sincerely interested in doing more than just an acceptable job with the culturally deprived, we may then say that the following extra–curricular involvement would be minimal:

A home visit by the teacher to each of the culturally disadvantaged students should be made early in the year. While the initial contact may be strained and somewhat uncomfortable, this is the best opportunity to establish rapport with the parents and break down the artificial barriers so often created in the sterile atmosphere of a school classroom conference. At home the parent is less defensive, more talkative and more willing to exchange and accept ideas. Generally the teacher finds that subsequent meetings in the home, the school or the community will be less strained and more productive as a result of the home visit.

The "8:00 to 3:30" concept of teaching should be discarded when working with the culturally deprived along with the old traditional "image" teachers have been so concerned with these many years. This is not to say that the teacher should be on 24–hour–a–day–a–year call to the student or that all restraints should be relaxed. There is a need to be flexible in dealing with the culturally deprived and yet maintain a firm control over the teacher–pupil relationship. The opportunity to teach the child the difference between seeking help when it is needed and imposing upon the teacher's private life can be utilized (a difference, I might add, that not all parents are aware of). The culturally deprived have many problems which, while they do not occur on school grounds, or on school time, have a direct bearing upon their school performance. In many cases the family is either unwilling or incapable of helping them or simply disinterested in these problems and the child looks elsewhere for help. The successful teacher is ready, willing, and able to aid the child wherever and whenever possible and to turn these extra–curricular involvements to his mutual benefit in the classroom.

The teacher of culturally deprived has as an additional occupation hazard, the task of being the spokesman for this inarticulate group and an intermediary between the culturally deprived and the school system. It is an unpleasant and often unrewarding task which finds the teacher again and again at odds with the principal, the superintendent, the school board and often school policy. The amount of time and effort necessary to effect change beneficial to the culturally deprived will, of course, vary in direct proportion to the educational awareness of the school administration but the burden of effecting change falls unerringly on those closest to the situation – the classroom teacher.

The schools should be made to see their obligation to the culturally deprived through the extended efforts and constant and repeated requests for support of the classroom teacher. While the classroom teacher cannot be expected to put unlimited time and effort into a relatively small group, perhaps the most effective way to gain support is to institute at the classroom level those changes which should eventually be made at the district level – and then fight for them. On the other hand, while the school administration may well be expected to actively support the classroom teacher in such areas as providing materials, equipment, field trip and work experience programs, it would be a mistake to try to "buy" a teacher's spare time or interest. The arrangements by which desired changes should be brought about will vary with the system and the situation in which each finds itself. Without the initial push that the classroom teacher is in the best position to give, such changes may be a long time in coming about.

TEACHING POOR WHITE FAMILIES IN THE CASSADAGA VALLEY AREA

Ola Cave*

Before reviewing the actual services for disadvantaged children in our school district, let's look at its physical makeup. Cassadaga Valley School is composed of school age children from four towns situated midway between Dunkirk and Jamestown. For that reason many of the poor whites from these cities have sought and found refuge in the non–occupied farms of our area. Many of these families have fled here from the tight restrictions of the city welfare. After once seeing the laxity of country living, they have told friends about these abandoned homes and they, too, have come here until now our once prosperous farm land reminds one of the slum dwellers of any city. The land of these farms are rented by large crop producers and migrant workers are brought in to harvest the crops – mostly beans and strawberries. These migrants are trucked in each morning and seem to be no problem at present. However, I can foresee when they, too, will be a major issue.

Stockton, the smallest of the four towns is physically deteriorating and the most depressed of this area. Sinclairville, at present, seems rather static. The new Route 60 has caused land prices to go down and many people have moved out. Cassadaga, although being rather static now, is favored by having a lake to attract tourists. Older residents seem to still sway its growth by their conservatism. Gerry, where I have been teaching for the last ten years is growing the fastest. Gerry is a suburb of Jamestown and, at present, you notice new homes being constructed. However, poor whites from Jamestown are pouring into this area.

Each of these townships has its own elementary school from grades 1–6, and there is a combined high school. Dropouts are unsolved problems as in many areas today.

Recognizing that the family and community contribute to a child's development, what are we as teachers doing to help a child from this area? First, let us consider the poor white families. We are actually leaving them alone. They have been asked to P.T.A. but not encouraged. If they cannot attend a parent conference, we leave them until another year. Do we know what a lost year is to these children? If a school could find out about a pupil's goals, friends, fears, strengths and weaknesses, it would be able to learn more efficiently. Then, too, teachers could tell parents about the child's role, and in this way we could have better communication between home and school. Home visits are rare and usually made by the school nurse for a major physical need.

Our guidance counselor stated that we need more counseling in the elementary grades. I feel we should promote a social worker in this area. In fact with a district our size we could use two to reach these parents and make them an integral part of the community. Their problems could be many. Perhaps they do not know the community resources available to them. Some have problems of finance, housing, health, meal

*Kindergarten Teacher, Cassadaga Valley Central School, Gerry, N. Y.

planning, etc. Some perhaps have legal problems. The social worker from the school could suggest and even secure cooperation from agencies that could help them. This could lead to an interest in our adult education classes where sewing, physical fitness, typing, high school equivalency, etc., are being offered to anyone interested. The social worker could begin early to make the parent feel they are a part of their child's education. Fears and prejudices could be broken down to a minimum before their child reached high school. The school should be able to supplement any needs these children require until the parent becomes aware of his duty. Bloom, Davis and Hess state, "Each child should have an adequate breakfast, be given appropriate physical examinations to determine special needs with respect to fatigue, dental, visual and hearing problems. No child should be subject to shame because of lack of necessary clothing." We cannot communicate with a child until we know his environment and a social school guidance counselor could greatly help us in this. Early success in school raises the hopes of both child and parent for future achievement.

What do we have in our community to entice people to live here? I would say each community has a good school and church but very few resources. The father must plan to work outside the community and there is a country store where mother can get her staple foods but she usually prefers to go to the nearest shopping center where she will be unnoticed by her neighbors and she can spend the day as an outing. The children are usually left home with a baby sitter and "mom" has a day off. Recreation facilities for the family with the community are inadequate although the Federal Youth Recreation Act has helped with summer programs. Educators need to be especially interested in our town government and promote high standards with our town boards. I feel it would be especially good to encourage banks to make small business loans which would in turn lead to more business enterprise and better homes. Zoning should be a "must" for the protection of their urban neighbors. We should no longer be a hideout for junk car dealers, etc. Better fire protection would definitely attract more people here and help to promote bank loans to homeowners.

Mr. John Luensman in his speech to SCORE asked that the towns develop to their fullest, making each citizen a part of the community project. However, he said that small communities do not organize until the needs are reflected and by then slum conditions already exist.

The church is a community center. Bible classes are sponsored in the summer and religious education classes are held through the school year. Many social organizations meet here each week and the Ladies Aid is always willing to help some needy family or raise money for church projects.

The school is a focal point in each community and can do much to raise the standards of living and cultural experiences. In many rural communities, it is the only institution with resources and personnel to help young people.

These are some of the things I feel could be done in our district to help the culturally deprived:

Better Screening of Teachers—Many of our teachers are only in the community for a job and return to their home unaware of our physical conditions and care less to know anything about them or to help improve them.

More Personnel—Our classrooms are too large and need more tutorial services or aids. Parents could be encouraged to help. Special teachers are in demand. More psychological, health and guidance services should be used. We can be alert to increase our summer school programs, bookmobiles, outdoor educational programs and recreation programs.

Change in Curriculum— Flexibility and creativity should be stressed over textbook material. We need to revise our methods to meet the child's needs.

Non–graded primary could be examined and experimented with. With more books, a better enrichment program could be proposed with readiness as our main objective.

New readiness books could be added which would develop self–concept and follow the child's interest. This might convince the child, as N.Y.S.T.A. says, "that what we have to offer is real and vital."

Better records of pupils could be kept either for transcript or school use.

Field Trips— More field trips should be used to develop a broadened curriculum. This is first hand experience in learning and enriching their background.

Compensatory Education Programs—Compensatory education programs should be analyzed and considered. Teachers should be versed in what programs are good for our community so they can present them to the school board for their approval. In a poor area such as ours many federal programs could help. Head Start stimulates early childhood development. This could easily help our kindergarten program to develop self confidence and increase verbal skills. However, our school board has not approved this program. Federal programs under E.S.E.A., Neighborhood Youth Corps, Job Youth Corps, V.I.S.T.A., Community Action Programs are others which should be investigated.

Improve Skills in Kindergarten— Frost and Hawkes said that the three L's prepare us for the three R's. (Living, Loving, and Learning). We can increase our language development. Develop social skills in relation to peers such as taking turns and making choices.

Clinical Services— Utilize what we have to work with.

Open Door Policy— Establish an open door policy where youth and adults can freely use their school after hours instead of locking it at four o'clock.

The school is where we train tomorrow's children. This is where we prepare them for the future. Disadvantaged children do not need to be disadvantaged parents and if each teacher works for equal opportunity for all, I'm sure the pay–off would be great in our district.

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EDUCATING THE DISADVANTAGED IN THE LITTLE VALLEY AREA

Jessie Folts*

This project is designed to study the educational problems of the culturally disadvantaged in the Little Valley area and to try to form some criteria for helping these children. The greatest challenge facing public education today is that of preparing students adequately for adult life in a complex and changing society. This challenge occurs at a time when our nation is attempting as never before to equalize opportunities and realize our goal as an open and democratic society.

Culturally deprived children often do not have the parental supervision from the home usually expected concerning school achievement, and interest in learning. They are usually concerned with economic survival or just neglect their children. Therefore, these children are not prepared for school experiences, nor do they receive help during their growing years. Health and diet can be a problem to hinder the child in school. Home life of the family may affect the social and emotional attitudes. Several cases are described below.

Richard S. Richard attended kindergarten in Little Valley for one year. The teacher did not attempt to do anything with him and because she does not keep any but one year, she passed him on to first grade. He attended first grade last year.

The father and mother are parted. Richard lives with his grandmother and grandfather. He also has a brother and sister who live there too.

The parents of Richard lived in Wisconsin until the mother left. She took the two brothers with her and left them in a town in Michigan. After two months of searching, the father found them in a home where the authorities had placed them. He brought them to their grandmother.

The home is neat and clean. It has a television but no magazines or newspapers were in sight. The grandfather seemed interested in the brother. Richard seems in good health. I believe he had the right food to eat.

Richard and Charles walked to school. Richard would fight with other children who were on the street. Charles would help him. He always said the children picked on them. Richard seemed intelligent but lacked the right attitudes. He seemed to think everybody was against him and that he had to fight for his life. The grandmother finally refused to keep him and his father boarded him with another family in the area. He came to school just the same. Finally they told me that his mother came and took him someplace.

This little fellow needed someone to love and care for him. He was all mixed up. He thought the whole world was against him. I believe Charles, the brother, is better. He is attending remedial reading summer school this summer.

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Alfred A. Alfred is a boy in a family of four. There are two boys by a previous marriage who had been placed by the welfare into another home, but who, finally, were returned for awhile to their mother.

Alfred came to school dressed very poorly and unclean. He was very shy and was even afraid to walk home with his half–brother. I understand he was mean so I had to let Alfred go home earlier to be sure he got home safely.

He was sometimes kept at home to help do the housework or to take care of the new baby.

Our nurse–attendance officer tried to visit the home but was met at the door by the mother.

Alfred needs help in learning to be one of a group, in learning to talk with a group. He would stand back and not join in. He needs help in knowing how to take care of himself.

Perhaps the family needs help. I have never been in the home. I never saw the parents. They would not come to school for a conference or answer when I asked for one.

I do not know if they are in the Little Valley area now. They are a mobile family.

The older boys were placed in homes in the Pine Valley area.

Rosemary. Rosemary, one of a family of five children who moved into our area last year and changed houses two times within the year, is a child of a poor family. She and her brothers and sisters were sent to an aunt when the mother was in the hospital. I understand the mother receives medical aid from the welfare and is in the hospital for treatments every four or six weeks. The father is a laborer at a saw mill when he works. His employer told me it was about two days a week.

Through our school nurse help was provided the children as much as possible. Free lunches were given at school for them and glasses were obtained for one boy. Some clothing was given them.

Rosemary was very unhappy when she came. Most of her clothing which was given her was worn without alterations. She complained because in moving she has lost her toys. She cried most of the time. The home had little furniture in it. I understand all five children slept on one bed. I believe Rosemary hasn't been taken anywhere, perhaps because of the mother and the disinterest of the father. This spring she joined in acting out stories and playing in our playhouse. I understand that the family has just moved into the Great Valley area. I hope she is stable enough to begin again in a new school.

If the school seeks to help each child develop as a happy, healthy, self–reliant, out–going person who enjoys associating with others, is curious about the world, and has initiative to pursue this curiosity, first it must put him at ease with his surroundings. The school must provide experiences which the child thinks are worthwhile and associate these experiences with others which will help the child to grow and give him a feeling of success.

I plan to have a program of visits to the homes of the pupils as a starting point. These will be done early in the school year so that, besides meeting the parents, I can see children and their home life. I plan to ask at least two of the mothers to be my grade helpers. This will bring them closer to school life as there are many things they can do. They can help with our parties, our play, which we must give as our part of the school program, and accompany the grade on trips.

There are many places near by which the primary children can visit and I am thinking about the primary children because I teach them. Some of these places are: an airport, a farm, the store, the post office, the fire department, and the zoo.

If they are interested, they will join in discussions about the trips and I hope to have them create stories about the places they have visited. These can be charted for them. During the art period, they can make pictures of things they saw. This will help them form images to talk about.

I plan to use a record player to bring in rhythms and song games. I have found that puppets are a natural for these children as they will talk while the puppet is acting and thus it overcomes their shyness.

My aim for the next school year is to influence our Board of Education to have our primary grades changed into a non–graded department, perhaps into nine groups. There would be three groups for each grade and maybe an extra group for those who need extra help before proceeding into the fourth grade. This would let the individual person progress at his own rate of ability. In this way each one would have his chance.

I would include all three groups of grade one in all trips and coordinate these in the use of films, physical activities as games, and plays which we must produce for the entertainment of the other grades. The curriculum would be organized according to the needs of the groups.

I will make more use of the nurse as a social worker and home coordinator.

I hope this will take care of my children who need special attention and numerous experiences.

I hope to bring in the parents as part of the school. They could help with trips we take. Perhaps in my home visits we could formulate a plan of how we could work together, how we could help each other in stressing good behavior patterns, and what is best for the children.

My problem lies right there because all pupils in the grade have to conform to the same goals and the poor fail. This means grade one again for them. There is no atmosphere of success.

Of course, this cannot be done this year, but at least a plan can be set up and a curriculum organized.

I have tried to make clear what I believe the implications might be for the school and the community. I have also tried to make a clear set of value positions as to where the responsibility rests for the solution to the problems. I have tried to be as explicit as possible with these problems in so far as they affect the primary grades.

EDUCATING THE DISADVANTAGED IN THE MAYVILLE AREA

Mary A. Tarbell*

Last September it became apparent that I faced a complex and challenging problem. Fifteen children had been assigned to me, each of whom had a learning difficulty, most of which was due to a deficiency in reading. There are ways of analyzing and treating ills such as these, but the really baffling ones, to me, having had no special training in the field, are those which are caused by, or combined with emotional maladjustment, or brain–injury. In my group I had one of each of these, perhaps more than one of the emotional type. This is my own identification, based on conferences with the school psychologist, and my experience with and observation of the children.

The one whom I considered severely disturbed displayed symptoms of frustration such as pounding his desk, yelling, and running from the room, even out of the building. The boy who showed signs of brain-damage developed what I would call, again unofficially, a persecution complex. He carried his book home in a school bag so no one would see that it was a second grade book – he was a third grader and frequently reported that someone was teasing him because he was "dumb."

A few of these children live in the village, more of them in surrounding rural areas. Some of the fathers have factory jobs, a few do not have regular jobs, and work only part–time. Some of the mothers work full–time, or at seasonal employment, such as grape–picking. At least two of the children are from broken homes. In one case, the father seems to have abandoned his family, and has been replaced by an "uncle." In another, both parents have remarried, and the child lives with his father, although, as he told the psychologist, he wanted to live with his "real" mother. This boy's father frequently lost a day of work because of having imbibed too freely the night before.

Most of the children in my class were adequately clothed, but a few suffered deprivation in that respect, coming to school in ill–fitting, worn garments, not quite clean. Sometimes the school nurse was able to replace a pair of shoes or other clothing, from a supply she kept on hand for that purpose, and which had been donated by some charitable organization.

As to nutrition, again most of them seemed to be well–fed, the majority of them having money for school lunches. There were a few, however, who brought lunch from home which was cold, and sometimes unpalatable. In a few cases, an occasional free lunch was available, from a source known to the school nurse.

At the beginning of the school year, five of the fifteen were ready to begin reading at grade level – third. Of these, two were slower learners, and soon dropped behind. Of the remaining ten, one discovered about mid–year that reading was fun, and suddenly forged ahead of his group and joined the two slower of the "fast" readers. By the end of the year he was chafing at their slow pace. Next year's outlook for him is good, although he was severely disturbed at the beginning of the year. I must insert, here, that he had many conferences with the school psychologist, during the first semester.

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Six children achieved a full year's reading growth, which placed them halfway through the reading program for grade three. One child moved away, and of the two in the slowest group, one, I felt, could have accomplished more if I could have found the right approach for her. The other did his best.

We lack space at Mayville Central. Other facilities are adequate, generally, for the eight hundred or so students. Some rooms need extra book shelves and storage space, the supply room doubles as office for the art teacher, and the physical education department lacks storage space. The classes, generally, are not overly large, but many classrooms are too small. My own room, and some others, could hardly accommodate one more pupil. My children need room for many activities – painting, dramatization, dancing. We need our own lavatory – a place to clean up after a session of painting or pasting. A piano or organ would be a fine addition to our equipment.

On the credit side, the school has a guidance counselor, and one day a week, a psychologist. These men have some recourse to the County Mental Health Clinic. We have a full–time nurse, and physician who gives annual physical examinations and health checks when required.

Our audio–visual coordinator makes use of the film library operated by the Board of Cooperative Educational Services. He also directs the remedial and speech program. One of the second grade teachers also qualified as a remedial reading teacher.

The art and music departments are adequate. Instrumental instruction begins in the fourth grade. Home economics and industrial arts are offered. A unique feature of the physical education program is a Tumbling Club, which develops some accomplished performers.

A good summer reading program is provided. This summer Head Start was introduced, with eighty children participating. Some "one to one" instruction was given.

This is a rural community depending on farming, tourists, sale and rental of lake property, and a few small industries. It is a county seat. There are several churches with active membership, and a very good public library. The Lutheran Church houses the public school kindergarten. The population is quite heavily taxed, and state aid for education is increasingly necessary.

Agencies with which the school cooperates are the Lion's Club, to correct eye defects; the Community Chest, in distributing food, clothing, and Christmas supplies; the churches, in releasing time for religious education; with Chautauqua Opportunities, Inc., in finding employment for youth. Two girls are now employed in the school, through the assistance of the Chautauqua Office, and two boys are working in the school garage. Six other students are working, some under OEO and some under the National Youth Corps.

Some members of the community feel that the school curriculum favors the student who will go on to college, to the neglect of the one who will perhaps enter industry.

My recommendations would be for more grouping according to ability. I believe each grade should separate the disadvantaged children and have them taught on an ungraded basis, progressing from level to level. A properly flexible structure would allow changing from one level to another in each subject, individually or in numbers. It would be important to work with small numbers of children, no more than ten in a group. In extreme cases (such as I dealt with last year) a one–to–one relationship would be desirable.

Some departmentalization in third and fourth grades would be desirable, i.e., science, for instance, due to the necessity for laboratory facilities.

No child, in my opinion, should be obliged to spend more than fifteen minutes, per trip, on a school bus. It is very wasteful of time as well as being exhausting to the child.

For my own class I shall recommend and endeavor to employ a more realistic marking system. Such a system will ideally reflect and reward the child's efforts, thus improving his self–image and instilling self-respect, which is a necessity in a healthy personality.

I am aware that the psychological service for the schools is severely understaffed. It would be my recommendation that this branch be implemented to the point that each child in need of this assistance would receive it for whatever period it was needed, whether days, weeks, months, or years.

I believe it is very important for the teacher to establish rapport with the parents – to know them as friends and co–workers. Toward this end, I plan to explore the streets and roads, and locate the homes of my children. I can at least drive into the yard, introduce myself, and exchange a few pleasantries. This could lead to further friendly relations.

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THE SENECA INDIAN: WITH IMPLICATIONS FOR THE CLASSROOM TEACHER IN GOWANDA, NEW YORK

Linda L. Peck*

I teach Seneca Indian girls and boys at the Gowanda Central School. Approximately one–fifth of my students are Indian. Although I have lived in Gowanda nearly all of my life, I found that I knew relatively little about my Indian friends and classmates. Sixteen out of the seventy–nine students in my graduating class were Indian boys and girls. Many more were at one time enrolled in my class, but dropped out of school before graduation.

Cattaraugus Reservation houses about 2100 people. Most of these are Seneca Indians, but about 300 Cayugas live there also. The reservation consists of 21,680 acres, located in parts of Cattaraugus, Erie and Chautauqua counties. It stretches from the Gowanda–Collins area to Lake Erie.

The reservation is surrounded by rich farming country–side, but there is little cultivated land on the reservation. The Indians receive annuities from natural gas wells that the white men own and operate. Most of the men work in Gowanda, Buffalo, or Irving. Very few of the Indians farm. This is deplored by the Reverend David W. Owl, a retired Indian Protestant missionary. He believes that the salvation of the people lies in a return to the land. He himself has worked several gardens and fields. It seems that one of the greatest drawbacks to progress is the liquor habit of many Indians. They do have a temperance society, however. In fact, it was one of the first in the United States.

It is difficult for a stranger to find his way on the reservation, for few roads are marked. It was a former law on the reservation that no white man was allowed there after sundown. This has since been changed.

The Cattaraugus and Allegany reservations are politically incorporated into a joint body called the Seneca Nation of Indians. The Tonawandans are governed separately by the Tonawanda Band.

At the present time a sixty–acre industrial site is being developed on Route 5, not far from Irving, on the Cattaraugus Reservation. One industry will be a pillow factory which will employ about 100 to 150 Indians.

Thirty–five new public housing homes have been built and rented on this reservation. These homes were built to house Indians whose homes had been located on land purchased by the Federal Government for the Kinzua Dam Project.

A permanent Seneca Nation office has recently been established on the reservation. Office space is provided for a number of new programs serving the Senecas. The building also has a complete gymnasium. It is hoped by Martin Seneca, President of the Seneca Nation, that his office will become the center for educational and cultural as well as athletic activities. There will be programs for better business, homemaking, study, craft work and recreation. Other possibilities are grange activities, child care programs, home demonstrations, and musical or dramatic activities.

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One problem that the Cattaraugus Indians have is that of lack of adequate fire protection for its buildings and lands. The towns adjacent to the reservation have not yet agreed to aid the Indians in this way. Mr. Seneca states that these towns accept county taxes based in part on the Indian population but still have been unwilling to arrange with the Seneca Nation for reservation fire protection.

As far as religion is concerned, Christians are in the majority on all three reservations. On the Cattaraugus Reservation alone, there are eight Christian churches of various denominations, serving about one-half of the Indian population, according to the Reverend David W. Owl. The denominations represented are Presbyterian, Episcopalian, Methodist, Baptist, Assembly of God, and Mormon, as well as one independent mission. Mr. Owl feels that the Cattaraugus Indians are as well taken care of religiously as any other area of comparable size. Several of the churches use a bus to travel around the reservation, picking up those wishing to attend services. Mr. Owl stated that there is a great need for a council of churches. He also felt that the Indians have become an upstanding people due to church influence.

Another fourth of the Indian population has no religious affiliation whatsoever, estimated Mr. Owl. The remaining one–fourth of the Cattaraugus Indians still embrace the traditional Long House religion. This religious group is self–sustaining. They have no missionaries but instead have their own speakers. The object of their worship is the Creator. There is nothing redemptive in their worship. Instead, they meet to give thanks to the Creator. The Long House Indians have little fear of death. This is because their religion has no concept of punishment for sin as many Christian religions have. They do not fear eternal damnation after death. At the event of a death, the people hold a ten day feast for the dead. They then feel that their responsibility for this person is over.

The Long House Indians hold seasonal religious meetings. In January, the New Year's Festival is held. The Maple Syrup Dance and the Planting Ceremony take place in the spring. Summer brings the Berry Festival and the Green Corn Festival. Then, in the fall, the Harvest Festival is held. The Long House speakers at these festivals speak the entire ceremony in the official Seneca language. Here, Mr. Owl feels that eventually there will be a change to English so that the current younger generations will be able to understand their religion and take an active part in it. Very few younger Indians can speak Seneca even though some may understand it.

For the Long House Indians, Sunday is their recreational time. Socials and food sales are held on Sunday. In the summer, field days are held and softball and lacrosse games become very popular. In the winter the game of snow–snake is often played.

The lineage of the Seneca Indian still follows the mother. If the mother is an enrolled Seneca Indian and the father is a white man, the children are enrolled as Seneca Indians and have a right to Seneca annuities, and a right to inherit Seneca land. If, however, the father is a Seneca Indian and the mother is white, their children are considered to be white and receive no inheritance whatsoever.

The Senecas have had a constitutional form of government since 1849, with an enrolled Nation membership of 4297.

Next, we need to take a look at what is being done for the Seneca Indian through the New York state government. It is unique that New York's Indian lands have never been federal territories. The state of New York has assumed responsibility for Indian welfare for over 150 years. There has been some handicap because of the lack of clear definition of the extent of the state's legal jurisdiction. In 1948 and 1950, with the enactment of federal laws, New York's criminal and civil jurisdiction over the reservation Indians was confirmed.

The Indians maintain legal status as member–owners of tax–free property. They are dependent on the state, however, for services commonly provided by tax–supported local governments.

All of the Department of Social Welfare's programs of public assistance and care apply to needy Indians off or on the reservation. Services are administered by local public welfare departments and reimbursed by the state in full for costs to reservation Indians. Some of the services provided are home–relief, old–age assistance, aid to dependent children, aid to the blind, aid to disabled veterans, child welfare, adult institutional care, hospitalization, removals and burials.

The Thomas Indian School, founded in 1955 and located on the Cattaraugus Reservation, was one institution under the support of the Department of Social Welfare. This child caring institution was closed in 1957 because of complete integration with the public schools. It is now leased by the New York State Department of Mental Hygiene for care of out–patients. The use of the school's clinics and swimming pool have been retained.

The New York State Social Welfare Department also pays a $500 annuity each year because of the State Indian Law. The New York State Department of Public Health also provides many services. Among these are eye, dental, immunization and other clinics; promotion of health education; home visits in emergencies; and inspection of public or quasi–public water supplies and sewage disposal.

The New York State Education Department carries out the compulsory school attendance law for the Indians. It also provides for equal educational opportunities. In 1930, this department began a plan for integration into public schools. Previous to this, it supported reservation schools. As of 1964, only three Indian schools were still in operation in the state. This department provides assistance for adult education. Student aid for qualified youth for state colleges is also provided. The amount of money and grants available has increased considerably in recent years.

Many other state departments provide the Indians with important services. The Department of Commerce deals with relationships between the best interests of the Indians and the best utilization of their lands. The Department of Public Works constructs and maintains highways and bridges.

The Department of Conservation deals with forest fire control and prevention, apportion water supply resources, and enforces the Fish and Games Law. The Department of Mental Hygiene provides child guidance and clinic services. Necessary protection and law enforcement services are provided by the New York State Division of State Police.

The New York State Youth Commission has assigned a part–time recreation worker to the

Cattaraugus Reservation. The State Court System handles all Indian litigation. In 1943, the Joint Legislative Committee on Indian Affairs, consisting of four Senators and five Assemblymen was formed. This committee had a decisive influence in the passing of the Criminal and Civil Jurisdiction Laws. It also aided in Indian integration and in getting the state courts to handle litigation. This committee passed out of existence in April of 1964.

The interdepartment Committee on Indian Affairs was organized in November, 1952. It was formed to evaluate and integrate all of the Indian services provided by state agencies. It also recommended changes in Indian law. This committee is headed by the Director of Indian Services.

The long range program of the state is to help Indians help themselves by providing the same services received by others, by assisting them to take their rightful place in the community and make cultural contributions to the community.

A very enlightening study was carried out by the Gowanda Central School Guidance Department during this past school year. This was a holding power study with surveys of three graduating classes: 1959, 1963, and 1965. To begin, classes were studied from the eighth grade through the senior year. Each individual eighth grader was studied. Students who had moved to other school systems were not counted in the non–holding power percentage.

The total holding power for the Class of 1959 was 59%; the Class of 1963, 67.86%; the Class of 1965, 81.9%. The study was then broken down to white students and Indian students. For white students, the holding power for the Class of 1959 was 61%; the Class of 1963, 73.8%; the Class of 1965, 89.1%. We see a different picture with the Indian students. The Indian holding power of the Class of 1959 was 54.3%; the Class of 1963, 48.6%; the Class of 1965, 52.9%. Whereas the holding power for whites has steadily increased over the years, the Indian holding power has actually decreased.

I noticed an interesting sidelight of this study. In the holding power study of the Class of 1959, nineteen Indian students had attended eighth grade at Gowanda Central School, while thirty–seven attended eighth grade at the Reservation's Thomas Indian School. Of those attending G.C.S., 73.7% graduated in 1959, while only 24.3% of the T.I.S. eighth graders graduated.

In talking with James Sweet, a guidance counselor at Gowanda Central and also the counselor for the Seneca Nation Education Foundation, I learned other enlightening facts. Twenty–six Indian seniors were enrolled this past school year. Of these, two dropped out and the rest graduated. Of the remaining twenty–four, thirteen will continue their education in the fall. Some plan to go to four–year colleges, two-year colleges and business schools. Many of the rest will be involved in one of the armed services before much time passes. All thirteen going on to school will receive from $500 to $2,000 from the Seneca Nation, depending upon individual need. In addition, eleven of them, because they live on the Reservation, will receive $1,000 from the State of New York. (Approximately one per cent of the Indians do not choose to live on the Reservation.) One student was the recipient of a New York State Regents Scholarship.

During this past year, Mr. Sweet helped to organize and staff a Study Center held in one of the former Thomas Indian School buildings. This year, it will be carried out at the new community center on the reservation. While last year it was held on two evenings, this year it will be increased to three. Last year, the Community Action Organization allotted $1,200 for library and guidance materials.

Mr. Owl made two very interesting comments to me when I visited him. First of all, he said that he hoped that the Indian students will begin to feel more and more a part of the school. He feels that some prejudice exists on the part of some teachers and students. He also commented that most of the Indian mothers would not consider sending their children back to a reservation school. They feel that the children learn so much more in a public school.

According to Robert LaFollette Bennett, the newly–elected Commissioner of the Bureau of Indian Affairs, "All Indian children on reservations are disadvantaged; economically and culturally." He advises that public school people visit Indian homes to get an idea of their life, meet with the tribal councils to understand the goals of education for their people, involve Indian parents in school affairs, and be responsible for encouraging social relations among students.

The Seneca Indians certainly must be very proud people. They have experienced racial discrimination, demoralization within their internal struggles, great loss of land, breaking of several treaties, unemployment, and poverty. As a nation, they have always been able to rise above their oppressors and revitalize themselves. Yet, we certainly must consider them as a nation of disadvantaged, deprived people.

While writing this paper, I have been asking myself, "What can I do to help my Indian students so that they will want to remain in school?" An Indian holding power average of only about 50% over recent years is certainly nothing to be proud of. I think the one most important thing that I can do is to give the Indian students a reason for pride in themselves and their heritage. A person is nothing if he has no self–respect. I need to openly show that I respect them just as I do my white students. They must know that they are accepted as people. Without respect and a sense of acceptance, why would any person want to remain in school, regardless of his race?

FEEL –

LOOK –

LISTEN –

When
Where
Why

School No. 7, Dunkirk, N. Y.

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DUNKIRK'S SUMMER SCHOOL PROGRAM FOR MIGRANT AND URBAN CHILDREN

Louis Gugino and James Mangano*

A continuous, basic educational summer program has provided new and worthwhile experiences for migrant and deprived children in northern Chautauqua County. The primary objectives of the program were to develop basic academic skills and to improve the self–concept in each child. Forty–five migratory children from the southern United States and Puerto Rico participated. In addition, seventy–five deprived children from the city of Dunkirk participated in a six week session which commenced on July 5 and terminated August 11, 1967.

The summer program was funded under Title I of the Elementary and Secondary Education Act. The budget amounted to $37,000. Approximately $32,000 was spent for the migrant and urban program.

Complete integration of Negro, Puerto Ricans and whites was implemented through the program with great success. Each classroom contained only twelve to thirteen students with an age span of one to two years.

Eight of our Spanish speaking children participated in a special science–reading program formulated and implemented by the Chautauqua County Board of Cooperative Educational Services and the State University College at Fredonia. Each day for three hours these children studied science in a small group instruction which was designed to develop a broad vocabulary and concepts in science.

The one floor elementary school offered many ideal physical advantages for this program. Classrooms were bright, well–ventilated, spacious and clean. The special teachers had their own room to work in and leave their equipment set up. The cafeteria could only accommodate half of the student body for meals, so the older children ate in their own classroom. All children were served a breakfast and a hot lunch daily. Physical education classes were usually held on the large school playground, and when it rained, the gymnasium was available for play. All children received daily library instruction and were able to borrow books which could be taken home for other family members to read and to view. School buses and drivers were available at most any time.

In selecting a staff of teachers, a person's sincere desire to love and understand these deprived children was carefully considered. Two Spanish speaking teachers were employed to help the Spanish speaking children. The head teacher had had four years of experience with mentally retarded classes, and seven other teachers had teaching experience in grades K through 12. Each teacher had a full–time teacher aide in the room who prepared charts and kept the children busy while the teacher worked with an individual child or small group. A Spanish speaking aide was used in the pre–kindergarten classroom.

In preparation for the six week program, several staff meetings were held to discuss and identify the needs of these children. The staff decided that the program should concentrate on improving the language arts and arithmetic, and that special emphasis should be given to the improvement of self–concept of these children.

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*Louis Gugino is the director and James Mangano is a teacher in the Summer School Program at Dunkirk, N. Y.

During the six week session, meetings were held periodically to discuss these goals and to formulate methods of approach to the problems of the children as individuals and as a group.

Mr. Pat Hogan, State Supervisor of Migrant Programs, frequently visited the school and assisted the program director and staff with problems at hand. Mr. Hogan, a former program director at the Brant–Farnham area, was helpful in making the program successful.

Frequently, the program director and a few teachers visited the migrant camps to discuss various problems these people are confronted with as migratory workers. During these visits volunteer contributions were distributed. These included: boxes of bedding, pots and pans, dishes, bikes, toys, crayons, books, paper, and leftovers from the cafeteria.

Six main topics were incorporated into the core curriculum and two teachers were responsible for constructing a unit play for all teachers to use as a guide. Loyalty, farm life, community life, wild animals, transportation, and nutrition were the main topics presented. The classroom and special teachers centered their activities around the topic of the week. Field trips to various places were arranged. Teaching units were prepared on the places visited.

Daily lessons emphasized arithmetic and reading according to the individual's needs. Science, health, citizenship, and art were correlated into the program unit or topic of the week. Audio–visual devices used included: language masters, tape recorders, controlled readers, over–head projectors, language kits, and record players.

A reading consultant handled the extreme remedial cases in a separate room. She made use of the controlled reader and many reading workbooks. Experience charts written by the children increased vocabulary and offered confidence in the beginning stages of reading.

Basic musical concepts of melody, rhythm, and harmony were introduced to the children in the music program. A variety of songs were geared to the age levels of each class. Folk and recreational songs were taught to the children. Marching and playing the rhythm instruments were favorite activities in music class.

A major part of the physical education program was devoted to the development of basic skills in athletics. In the younger groups ball throwing, bouncing, catching, and running games were stressed for exercising the large muscles. Team sports were conducted for the older groups.

The children with speech problems were diagnosed by the speech therapist. Group therapy was scheduled for eleven children, and some of more needy children were seen twice weekly either individually or in small groups of not more than three children.

The school nurse in the program was available every day to care for any slight accidents. The nurse examined the eyes and teeth. Referrals were sent to the homes in particular cases and follow–ups were made within a week. The school nurse worked very closely with the county public health nurse and visited the migrant camps to personally inform the parents of a child's medical needs and where doctors were available to care for the children. Physical examinations for all children were administered by the school physician at the beginning of the session.

Many assembly programs brought all the children together for a short period of time. Cartoons and film features like "So Dear to My Heart," and "Tom Sawyer" were shown. Towards the end of the session, two special assemblies were held to show slides taken during the school program. The children got more enjoyment out of the slides of themselves than the feature films.

The local police department and the New York State Police sent an officer to talk to the children about his duties and to demonstrate his car and equipment.

The program was observed by the president of the local school board, college graduate students from the State University College at Fredonia, VISTA workers, and newspaper reporters.

An open house gave the teachers an opportunity to talk to the parents about their children's work and to better inform them about the program. A special music program was presented to the parents and friends by the entire student body. An excellent variety of talent was displayed by many children which most enjoyed.

A variety of direct experiences highlighted the summer session for these youngsters. In most cases, the special field trips were first time experiences. A trip to the Buffalo Zoo to see live animals amazed many children. Picking and eating all the cherries and berries they could eat, going on a hayride, seeing cows give milk and the milk being bottled were unforgettable activities and sights. The Chautauqua County Fair Association and James E. Strate provided free rides all day for each child. The department store, hospital, fire hall, post office, band, and telephone company were included in the tour of the community. A picnic and view of Niagara Falls, and the dolphin show at the Aquarium broadened the children's background of experiences.

Lake Erie and the city swimming pool were within safe walking distance from the school and both facilities were used to good advantage, whenever weather permitted. Many local organizations such as the Dunkirk–Fredonia Jayncees, the Lions Club, Kiwanis, donated bathing suits and helped sponsor the trip to the Aquarium. A variety of educational media including filmstrips, records, 16mm film and books was supplied by the Chautauqua County Board of Cooperative Educational Services.

At the conclusion of the session, the teachers agreed that an evaluation of the children and program would be most difficult. They did observe in many children a developing of self–concept and an improvement in the language arts. The high average daily attendance showed the interest of these children in improving their education.

For an objective measure, the Wide Range Achievement Test, Level I, was administered to each child at the start and the close of the program. Reading, spelling, and arithmetic were measured. The WRAT was individually administered and allowed the teacher to observe each child's attack. The average summer school child gained four months in reading achievement and three months in arithmetic.

Recruitment–An essential part of the Summer Migrant Program was the recruiting of students. In effect, it amounts to selling your product to the parents of the students, registering the children, and, finally, making sure the children show up at the school.

The task was accomplished by door to door canvassing of the streets in poverty areas and by visitations to several migrant camps in the area.

At the time of the visits to homes and camps, the teachers were instructed to elicit as much information as possible from the parents or children, and record this data on a form we made. Getting this information was difficult due to language differences and because the parents did not know much of the basic information concerning their own children. When possible, we tried to have a teacher who could speak Spanish. Understanding the speech of the migrant workers was very difficult in many cases due to the development of the language of the sub–culture

It is important to note that a person doing the recruiting should not force the parents to send the children. He should make the parent feel as though he or she is sending the child because they want the child to attend the school. Remember, many of these people do not trust you as you are foreign to their culture. Also, many of these people have been deceived in the past and are wary of what you promise.

Migrant Children—It angers us to no end to hear the comments of many individuals when we inform them that we work with "migrant children." "How can you do it?" "They are so different." "How do you stand it?" "My, you must have the patience of a saint." These are a few of the comments we hear which after awhile are as nauseous as those who make the comments. It is time to destroy the myths about these people being so different from the rest of us. These migrant children are more like any other children than they are different. Their physical, emotional, and psychological needs are the same as any middle class white child. The migrant child needs love, affection, food, clothing and education just as much as any other child. In fact, he has a right to these things which others take for granted. The migrant child needs more of these things because he has been deprived of the love, affection, food, clothing, and education that others have in abundance. This is how the migrant child differs; he has been deprived emotionally, physically and psychologically. The key word is LOVE. These children are searching, reaching out for love in so many ways it causes misunderstandings as to what they desire.

These children are easily motivated. As a teacher you do not have to stand on your head to get these children to work. They are longing for experiences. They are eager to learn. They want to learn. It is our responsibility to give them the opportunity to learn.

It has been said, "the child is the father of the man." These migrant children are just that--CHILDREN. We hope the people of Chautauqua County give these children the opportunity to become a man and not illiterate imitations.

INDIVIDUAL

INSTRUCTION

SUMMER
MIGRANTS
PROGRAM

Dunkirk, N. Y.

PART II

WHAT CAN THE TEACHER DO?

HELPING YOUNG DISADVANTAGED CHILDREN AT THE LOVE SCHOOL, JAMESTOWN, NEW YORK

Jeanette A. Schneider*

The S. G. Love School is situated in the lst Ward of Jamestown, centrally located, near Main and Eighth Streets. There have been many elementary schools on this site at least since 1850. At that time Jamestown was a rural, sawmill village (settled by New Englanders in the early 1800's) being industrialized by immigrants from England. These Englishmen came with new machinery to process wool into yarn and cloth. Love School has accepted waves of Scandinavians after the Civil War, Italians at the turn of the century and since 1950 many Puerto Ricans. The Swedes were hired to build quality furniture both wood and metal, the Italians came to construct street railways and pave the streets. The Puerto Ricans came from the vineyards of Northern Chautauqua County to gain employment and relief.

For one hundred years Jamestown has welcomed Negroes to the community. On Seventh Street near the school there is a plaque showing where a station of the underground railroad was located. Many of the Negro men work in foundries of Marlin Rockwell and the other heavy industries. There are good steady workers among their numbers and many strong family units. The newer Negro families are often women-dominated. Most Negro families try harder to keep their children neat and clean than the transient whites. These people also come from southern states, West Virginia, Carolinas and nearby villages to get better employment. They are thwarted by their lack of education. Many of them are on relief and ADC (25–30%). A good 40% are marginal families trying to make a go of bringing up their children. 20–25% are good middle class families. This school district has the highest percentage of special class children in the city. Many of these are transported to other districts which have more room. Our school will house two special classes next September—one primary and the other intermediate.

The disadvantaged are in two clusters–one is bounded by the railroad tracks, the old boatlanding at the Chadakoin River and Jefferson and Washington Streets from West Sixth to West Twelfth. The colored community is centered on Washington and Jefferson Streets and the poor white on Murray and West Eighth Streets near several saloons and industrial plants.

Another slum is located near the Erie railroad tracks at Foote and Crane Streets. These were once, about 80 years ago, proud homes of industrial magnates. They have been cut up into apartments and furnished rooms now rented to Puerto Ricans and transient whites.

Some children from these families come to kindergarten with aggressive tendencies. They want to clown, be first in line and push the quiet ones. They know they are different from the starched and clean ones from up on the hill streets. Others are shy and never talk to anyone for two or three weeks. It takes a month or more to get acquainted. I always have five or six who are repeaters (of them one–half are special class material) who are older and know enough to show newcomers the way to lavatories and offices. We make a tour of the building late in September and get acquainted with the librarian, office people, nurse, speech teacher and custodians. Safety is our first unit because we must learn to cross the busy streets and go home independently. Then we learn to accept the fire bells and fire drills without fear. While the weather is still warm, we explore the neighborhood and try not to let ambulance service, big trucks or police cars disturb us.

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Our minimum school admittance age is 4 years and 9 months. The majority of kindergarten teachers in Jamestown would like to see this raised to 5 years. Our immature 4 year olds (boys especially) are needing too much attention in the fall and they are not ready for first grade by June. The children having October and November birthdays are the slow ones and repeaters. If we could arrange a nursery for 4 year olds–or a 10 month version of "Head Start," we could take all 4 year olds, as of September, in a nursery class and keep kindergarten for 5 year olds. More and more we have read and seen the good results of nursery schools. At Friendship House they took children away from slum conditions at home and taught them cleanliness, cooperative play and good nutrition. The children hear stories, a variety of music and rhythms, correct language and accept kindergarten and school instead of becoming rebels. The little ones at Farnham were very eager to learn and play.

In Jamestown we have one or two private nursery schools and several day care centers. The poor families' children play in dirty yards, poorly ventilated homes and wander in a wide range of busy streets and falling–apart buildings. We desperately need playgrounds and parks on the north side. Our school playground is small and has to double as a parking lot. A Negro councilman recently wrote in the newspaper that Washington Street residents took up a collection to hire a bus so their children could spend a hot day at Allen Park (south side). This is pure negligence on the part of the city for all facets of the population would enjoy neighborhood parks. There has been much talk about a riverside park and even urban renewal but while Warren, Olean and Dunkirk have begun projects, Jamestown's plans remain on paper bound up with red tape and council arguments with the mayor.

It is true we have had one year of "Project Able," a small (18) class with A.M. non-teacher helper. Two of these pupils were able to go to a standard 2nd grade. The others will remain together and become a pre–2nd grade. I do not know how many teacher aides we will get next year. I do know we need to get smaller kindergarten classes so the children can get more individual attention. I started this year with over thirty in each session. In October we had our classes reduced, but because of transients I processed and had records to fill out on seventy children. This clerical work and double registers of attendance could be done by a lay person.

A federal grant to our school will make available more visual aids, more library books and bus trips. This exploring is something the children need. They do not get to parks, lakes or airports because few of the families have cars. A bus trip inspires many new activities and experiences like these will compensate for many vacation trips and weekend trips the middle class children make with their families.

This next year we need to broaden our parent–teacher conferences. I have made several home visits usually when there has been illness. We need to bring parents into the planning and after school activities. We have organized groups for the older children but only two church groups have weekly classes that will take kindergarteners. An interested group at a Lutheran neighborhood church has a playground and games under good supervision. The Salvation Army has a weekly craft and art class where children can go with older brothers and sisters. It would be a good project for the Jaycees to establish more playgrounds and perhaps a neighborhood house. The YWCA has been having teenage groups but attendance is mainly by upper classes who do not have to take afternoon or evening jobs. They make other students class–conscious and uncomfortable.

The tutorial system would be an innovation but where would we find enough interested adults to take some time with a floundering student? We do have a 'Golden Age' society where some retired teachers are members. All of these projects take organization and know–how for objectives and goals. We need more counseling and home–school personnel workers. The P.T.A. is poorly attended and study groups with a lay leader (paid by our board of education) are under–attended. We have close to 800 parents, 600 students but large families and many absent fathers.

A study should be made this year to plan for a four–year old class in nursery school in 1967. There are federal funds available and many churches have kindergarten rooms they might rent to the school as a trial project. This program has been helpful in Pittsburgh, Detroit and other cities. This extra school year for families of lower incomes should compensate for lack of reading and attention at home. Four year olds are ready for group experiences. The medical and dental needs that could be prevented should make them healthier school children. Speech and emotional troubles could also be helped earlier.

Here are some reasons why any nursery school is an important learning situation:

1. Children need language broadening and vocabulary growth.
2. Children need to learn cleanliness, nutrition and health rules.
3. Children need to learn to live in a society where good manners are stressed.
4. Children need to learn about taking turns, sharing and putting toys and tools away.
5. Children need to learn about plants and animals first hand by caring for them.
6. Children need to learn by seeing, feeling, listening and by doing (Montessori used this idea.).
7. Children need big toys, lots of room outdoors and indoors for their activities.

In conclusion, let me state, these youngsters are eager to learn. They want to like school and be accepted. The teacher should meet this need by noting child differences, giving them their level of work and making the room a pleasant, cheerful place. Keeping a record of anecdotes, experiences on each child helps. We can meet the individuals growth and development needs by keeping their enthusiasm, imagination and lines of creativity open.

If Jamestown is to grow and prosper, it needs the services of all of its citizens. We need adult education as well as extended school services for many groups. The school and community groups must join forces to initiate some new break through fronts to save young lives and society from juvenile and adult delinquency. The precious cultures have amalgamated into an integral part of the Jamestown business and professional life. We have excellent musical groups and athletic teams using all nationalities and combinations of these heritages. They have performed throughout our land. Our schools could experiment and try new ideas as the state and federal governments also recognize the needs of the inner–city schools.

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AN EXTENDED EDUCATIONAL PROGRAM FOR THE DISADVANTAGED

Pre–Second Grade – S. G. Love School, Jamestown, New York

Jean Trisket*

At the National Conference on Education of the Disadvantaged, July, 1966, the participants agreed that the poor of America still have little reason to believe they matter as human beings. They further agreed that the disadvantaged, adults and children, are failing in the educational system, and the educational system is failing them. We realize that a percentage of our children in S. G. Love School, Jamestown, New York, fit into this category. We further realize we must, in some way improve the educational skills and instill within each child a feeling of self–worth. A program was presented to us which would include about one–fifth of our children. At the end of one year in kindergarten, the kindergarten teachers with the help of the school psychologist would assign about seventeen children, who were not ready for formal first grade reading activities, to what we term a pre–first grade.

During this first semester kindergarten activities were extended and enriched. The second semester it is hoped that most of these children would be doing formal reading readiness. The next year these children go on, as a group, to a pre–second grade in which the teacher continues the programs of enrichment and skills paced to the ability of the children. After pre–second, a year in pre–third and then a regular third grade placement may be the answer. In essence we are giving these children a year longer in the primary grades without the experience of having failed, and so must repeat a grade. At any time during the program, if a child shows promise, he can be re–assigned to a regular grade in which the teacher, the principal, and the psychologist feel he could adjust.

My group is the pre–second grade group. Beginning this job, my only claim to being qualified was experience in first grade assignments where the bottom achievers were left behind, and a sincere commitment to these children to help them improve reading skills.

The purpose of this paper is to list some specific activities, which will especially appeal to deprived children and will help them improve their educational skills. Other activities included are intended to help instill in them a feeling of personal worth, which should have been their birthright.

One skill that seems very lacking for the disadvantaged child is in the area of language. The language generally spoken in the slum area is not the same language so important to success in school. Bereiter, *Teaching Disadvantaged Children in the Pre–School,* points out two weaknesses of this cultural speech pattern. 1. The tendency to treat sentences as "giant words" that cannot be taken apart and re–arranged. This makes learning of new language and structures more difficult. 2. Failure to master the use of structural words, inflections which are necessary for expressions. Many authorities agree with Riessman that we should not reject the first language of any child, but should accept the view that we leave his language alone and teach him a standard speech pattern as though it were a foreign tongue. In *Teaching the Disadvantaged,*

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Loretan says, there are two reasons for accepting the child's speech. 1. It gives the child the advantage of bringing something from his home and neighborhood. 2. The child does not need to change his speech pattern in order to learn how to read. Standard printed English is the same no matter what dialect you use. All authorities agree, however, that in time a child should be able to use a standard speech pattern.

Some exercises to help the disadvantaged child over this language hurdle and to accept, understand, and use school language are:

1. Greet each child personally, each day, expecting a response.
2. Use of Language Master. It would be wise to make your own cards using as much of your future reading vocabulary as possible.
3. Role–playing.
4. Experience story charts.
5. Settle disputes with words rather than fists.
6. Listen to planned sound sequences.
7. Open–end stories.
8. Puppets.
9. Tape recorders.
10. Interesting objects arranged in a corner called "The Beauty Corner."
11. A chance to verbalize and communicate orally about experiences and things learned.
12. Telephone conversations.
13. A touch and tell box.
14. Fold a piece of construction paper into three areas. In the middle area paste a picture of an animal. In the area at the left of the picture have the child draw where the animal has been. In the area to the right of the picture have the child illustrate where the animal is going. Then have him tell the story to the class in sequence.
15. The teacher gives a sentence such as: A boy can jump. Every child who can, in a whole sentence, tell something else that can jump gets a point.
16. Pocket Day. Each child could tell about something in his pocket and explain why he likes to carry the item with him.

School must provide an atmosphere where children can fall in love with life and with school routine. If this can be done, our disadvantaged will want to attend regularly and, as a result, will learn. One way to gain his support is to extend his experiences in fundamental ways. This deprived child learns by doing and taking part in a physical type program. Tomlinson, *Language Arts Skills Needed by Lower Class Children,* says that, "The children of the rich understand more words with less action, but the children of the poor understand fewer words with more action." He also says that many children from the slums have had more experiences than the children from the middle class but there is no skill and interest to put these experiences into words. Many activities found in every school are especially important to these children and are new to them rather than a carry on from the home. Some of these are: skipping rope, painting, cutting and coloring. In our situation we are able to go on field trips which extend the lives of our boys and girls. Some suggested trip types are: listening walks, leaf walks, smell walks, and noseywalks. These can be taken in our school vicinity. Other walk trip suggestions are: the airport, a manufacturing plant, and a hospital. This year, before taking a trip, I am going to try to have a resource person come into school to talk to the children about his place of work. A nurse from our district would be asked to talk to us about her hospital and her work before we went to visit her. These trips, besides extending experiences, would develop language because of the time spent planning to go and re–living our happy time, when we return.

Another way of extending a child's experiences in a fundamental way is the introduction of unusual foods. We have always had a variety of snacks at milk time but I hope to broaden this break in the morning to include a fresh pineapple, a cocoanut to crack, or an orange to peel. We will feel, smell, and eat.

Because we have gone, and have seen, and can tell about it our self–confidence has been strengthened in a few areas. Mr. Prosser's program, at the Friendship House in Lackawanna, New York, of making a child an authority on one subject is an excellent way of improving self–ego. Other ideas to try are:

1. Display individual photographs of the children in the room. These may have been taken on a trip or at school.
2. Display pictures of children of all races.
3. Have a full length mirror in the room so the children can see how they look. This will be very important to them on the days they have something new to wear.
4. Family unit in which homes and addresses will be important.
5. And always there will be personal encouragement for achievement.

Some central interest areas I have read about around which skills can be taught are:

1. Keep one section of the bulletin board reserved for a surprise statement and uncover it at a dramatic moment. Use familiar reading vocabulary whenever possible.
2. Put small objects into a shoe box. These objects should begin with the sounds of the beginning consonant you happen to be studying. Many small toys are available economically. For 'h' you could put in a horse, a house, and a hat. In another box you could use toys that begin with another consonant. When the children become quite familiar with the sounds you could mix the toys and have the children put each one back into the correct box. From this concrete stage you should advance to pictures.
3. To encourage the child 'to read like the character in the story would have said it' have faces painted on pie plates. These faces should express the emotions commonly used in first grade reading materials. After silent reading the child could choose the face that fits the story and put it into the pocket chart.
4. Allow the child to request stories to be re–read, either by the teacher at story time or read by him in an audience–type situation.

5. A picture chart with up to twenty pictures. Give the child small cards on which are imprinted initial consonants. The child matches the card to the picture. This can be used for review purposes.
6. McKee gives many ideas to develop both written and oral vocabulary in context.
    a. Print a sentence on the board and ask the child to help you with the sentence by reading the last word. Example: Before I go to bed, I'll drink some ______(milk). Look at the word and make sure your word makes sense and also begins with the correct beginning sound. How do you know it shouldn't have been lemonade? How do you know the word should have been milk?
    b. The following words make up one–fourth of printed English, so use these often in experience chart situations: a, I, is, of, that, and, in, it, the, to.

As important as the skill area is, the development of attitudes necessary for constructive living is equal or more important. Ask a child to tell you:

1. What makes him angry.
2. What he would do with one thousand dollars.
3. Who he would like to be.

This should be a clue to his inner self and his answers should give you some definite goals for which to strive. This poem, published in the *Head Start Newsletter,* April, 1967, by the Office of Economic Opportunity, Washington, D. C., sums up establishing attitudes for our children and what our program hopes to achieve in this area:

If a child lives with hostility he learns to fight.
If a child lives with fear, he learns to be afraid.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with jealousy, he learns to hate.
If a child lives with encouragement, he learns to be confident.
If a child lives with praise, he learns to be appreciative.
If a child lives with love, he learns to love.
If a child lives with recognition, he learns to have a goal.
If a child lives with fairness, he learns justice.
If a child lives with honesty, he learns what truth is.
If a child lives with friendliness, he learns that the world is a nice place
in which to live.

Our program has made a start by recognizing the deficiencies of our children and trying to adjust our instructional program of teaching to these children and their needs. We believe we are making slow progress for a few. We must now also understand the cultural strengths of the child who lives in poverty. To the extent that this becomes genuine, there will be improvement for our socio–economic deprived children.

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THE ROLE OF THE TEACHER AIDE IN THE JAMESTOWN PUBLIC SCHOOLS

Carol Wayne*

Teacher aides are relatively new to the Jamestown Public School System. The first teacher aide was hired in September, 1964, and placed in a class for mentally retarded trainable children. Her job was to assist the teacher in any way she could. Her duties were left to the teacher in charge of the classroom to decide and explain. Since September, 1964, more aides have been hired for particular classrooms where there was a need for an aide. Our special education department now employs five teacher aides. Two aides were placed in Charles Street School, one in a primary trainable class, and the other in an educable eight year old class.

Mrs. Phoebe Thies, Head of Special Education, Jamestown Public Schools, reports that Charles Street School also employs a cafeteria aide for the advanced trainable children who are between 16 and 21 years of age. Her job is to oversee a cafeteria program where she supervises the children in preparing lunch and cleaning up the kitchen after lunch. She works two hours a day with these nine children. Two aides were placed in the C. C. Ring School in the neurologically handicapped class and the emotionally disturbed class. One teacher aide was placed at the Jamestown High School in the class for the mentally retarded. Fairmount Avenue School employed two teacher aides in the pre–kindergarten program. The S. G. Love School had two teacher aides in the Able Program last year (1966–67) and will employ three teacher aides in the program for 1967–68.

All of the programs mentioned above are special classes in our school system and class size ranges from two students (neurologically handicapped class) to approximately seventeen students in a class under the Able Program. These aides were hired to assist the teacher in any way so the teacher could spend more time working with the children on an individual basis. Duties were explained by the teacher in charge of the classroom. These aides were allowed to work four hours a day.

According to Mr. Robert Howe, Assistant Superintendent of Schools, teacher aides were used in two regular kindergarten classrooms in the school system. Four aides were hired as a temporary or emergency measure last year because of the large class enrollments in two schools. This is not, however, a general practice in this school system. Only one aide will be hired this year because one school is going to have an additional kindergarten class.

Teacher aides are also used in the Head Start summer school program. This summer (1967) there are six Head Start classes. Each class has one permanent aide in the classroom and shares the services of another aide who works where needed in one of the two classes in her building. Nine aides have been employed in all for the 1967 Head Start program.

Job openings for teacher aides are not publicly advertised. However, according to our Assistant

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Superintendent, he is "swamped with calls" asking if openings are available in the teacher aide program. Job openings are mostly spread by word of mouth by teachers, teacher aides, and principals. Some of the people have called the administration office and asked if any part–time work was available and were hired as teacher aides.

The applicant is first asked to write a letter of application to Mr. Howe, the Assistant Superintendent of Schools. One applicant was asked to write what she thought her qualifications were for the job. She was to include information concerning why she wanted the job; what was her education background; would she have any transportation or babysitting problems; had she done any volunteer work with children such as working with Scouts or Sunday School teacher; and to include three or four character references.

After review of the applicant's letter, she is called to the administration office for a personal interview by Mr. Howe. He explains the salary is $1.75 an hour and $2.00 an hour for the second year of her services. Also, she will be allowed to work four hours a day and she will not be paid for holidays or sickness. Mr. Howe then explains some of the problems that can arise by having an aide in a classroom.

One problem can be a contest for the aide's attention by the children in the class. An aide must be careful to divide her time equally among all the children in a classroom. Another problem can arise whenever the classroom teacher must stop an activity between teacher aide and child to go on to other work. The child may feel the teacher is interrupting his fun and build up an antagonism toward the teacher. The teacher must be careful to give the child a good reason for the interruption and assure the child he may continue the activity at another time. The aide who tries to win the attention and affection of the children away from the teacher may cause serious problems in the classroom. One result could be the undermining of discipline in the classroom. Should this occur, Mr. Howe says the teacher aide would be immediately transferred to another position such as library aide or cafeteria aide. Some of the children need more fondling and attention than others, but the aide must keep in mind the child must work toward independence and maturity.

During this personal interview, Mr. Howe looks for a warmth and an understanding of children in the personality of the applicant. If he is satisfied, he then makes an appointment with the principal of the building where he intends to place the applicant. The principal shows the applicant around the building and introduces her to the teacher for whom she will be working. The applicant is invited to stay and observe the activities of the class and, if possible, to ask questions of the teacher in charge. The applicant is then told she will be notified as soon as possible if she is to have the job. This gives the teacher and principal time to discuss the applicant and report their impression to Mr. Howe.

Mrs. Thies, Head of the Special Education Department, interviews the applicants that are to be placed in her department. She also has certain qualifications she expects the aides to meet. Some of them are: (1) an aide must be a mature, capable adult, (2) an aide must be consistent and firm, but kind in discipline, (3) an aide must like and respect trainable children, (4) an aide must be dependable, competent and stable, (5) an aide must be a follower, not a leader, (6) an aide should not have professional training because a conflict of interest can quickly develop, (7) an aide must not be afraid of children and behavioral characteristics manifested, (e.g., she must not be shocked by profane language used by some of these children), (8) an aide must be pleased and satisfied with a small gain and be genuinely interested in each child, (9) an aide should not have a specific disorder such as a physical handicap because it will distract the children, (10) an aide must keep confidential any information about the children she comes in access of in the course of her duties.

Mrs. Thies also explains some of the duties an aide will be required to assume. Some of these duties include: (1) an aide should follow explicitly the teacher's directions, (2) an aide must be able to construct teaching materials following a model and instructions explicitly, (3) an aide may check children's work after the teacher has structured the assignment, (4) an aide may supervise special activities (playtime or playground supervision, etc.) to give the teacher a chance to collect her thoughts away from the children.

The impression I received in talking with the Assistant Superintendent, principals, and teachers who have had aides in their classrooms has been favorable toward the teacher aide program. Teacher aides were accepted by members of the faculty and staff in all schools but one. The aides were encouraged to attend social affairs such as luncheons, faculty dinners, and teas. They were made to feel welcome at coffee-breaks in the faculty room and encouraged to attend P.T.A. meetings and special events put on by the children in the school. Most problems that came between teachers and aides were minor and resolved successfully.

Unfavorable impressions of the teacher aide program came mostly from teachers who did not have teacher aides in their classrooms. This was due mostly to a misunderstanding of the teacher aide program in general. Some unfavorable impressions were a result of jealousy. An aide was placed in a classroom for the neurologically handicapped which had only two children, while the teacher across the hall has a classroom of twenty–five children and no aide. Some teachers felt they deserved an aide as much as the teacher in the special program where aides were employed.

In talking with many teachers, some seemed to feel an aide is jeopardizing the security of the classroom teacher. They feel, if an aide can take over duties previously required of the teacher, then eventually aides will be hired to replace teachers. Some teachers were under the impression an aide was hired to teach and this was strictly unprofessional. Another unfavorable attitude came about when a teacher in the teacher aide program had a legitimate complaint, she was told by other teachers and sometimes the principal, "You shouldn't complain; you have an aide!"

Everyone concerned in the teacher aide program, including the aides, feels there is a need for more orientation and a guideline to follow concerning the aides' duties. A few of the aides felt that tasks asked of them were too menial to their position. In this case, I would suggest the aide keep in mind, any task she is asked to do has previously been done by the teacher.

The first question that must be answered is, "Why are teacher aides necessary?" Please keep in mind the teacher aides have been hired to work in special programs where the problems of the children are multiplied to that of an average classroom. For one reason or another, all the children in the above-mentioned programs have been selected because they need more individual attention given to their specific needs and problems. Every teacher has said something like this, at one time or another, "if only I had time to teach without having to do all the other non– teaching tasks required of me!" or, "I never seem to have the time to help the child with special problems that needs individual attention." The special programs mentioned about have aimed toward smaller classes to meet the needs of the child who has special problems and needs more individual attention. A teacher aide can do many of the non – teaching duties required of teachers, giving the teachers time for more attention to her students.

Another question to be answered is, "Who should be hired as a teacher aide?" A teacher aide must be chosen with the care that is given in hiring a teacher. A teacher aide must like children and be able to take orders from another adult. She must be friendly, cooperative, have a sense of humor and be willing to listen to the children, sympathize with a teacher in charge, and to support the teacher's discipline. She must be able to keep confidential information about the children to herself.

What are the duties of a teacher aide? The duties are multiple and vary with each teacher in charge. However, most of the duties are similar in nature for all teacher aides. The following list of duties has been compiled with the result of my own experience, my teacher aide who was in my classroon for two years, and from talking with other teachers in the teacher aide program:

1. An aide can set out materials needed for the day, (e.g., mixing paints, getting out paste, getting construction paper from stock room, cutting paper, setting up visual aides to be used, etc.).
2. An aide can run off material on the duplicating machine.
3. An aide can put up and take down bulletin boards and posters when needed.
4. An aide can help with general clean–up and put away materials.
5. An aide can copy information on children's record cards.
6. An aide can correct workbooks and daily assignments with the children when possible.
7. An aide can take daily attendance.
8. An aide can collect monies, (e.g., milk money, lunch money, banking money, P.T.A. membership money, money for any ticket sales in the school, etc.).
9. An aide can help supervise children in play activities on the playground or in the room.
10. An aide can escort children to scheduled appointments, such as the speech correctionist, psychologist, or remedial classes.
11. An aide can take sick children to the school nurse. If the child is to be sent home, the aide can wait and comfort the child until transportation arrives.
12. An aide telephones parents to make appointments with the teacher for conferences.
13. An aide can listen and talk with children frequently.
14. An aide can help individual children when the whole class is being instructed

by walking around and helping the children keep their place on the workbook page, or by correcting errors that children are making.

15. An aide can play educational games with two or three children at a time.
16. An aide can help children on and off with outer clothing when needed and learning to tie his shoes, always working toward the child's independence in these tasks.
17. An aide can help individual children in special areas that need drill work and practice, (e.g., learning colors, writing name and letters of the alphabet and numerals, learning his address).
18. An aide can comfort and sympathize with a child when needed.
19. An aide can get milk from milkroom at the scheduled time.
20. An aide can do general housekeeping chores which may include washing blackboards, dusting, and picking up papers and sundries, straightening desks, etc.
21. An aide can read stories to the children.
22. An aide can learn to operate machines, such as record players, tape recorders, and language masters with the children.

KITCHEN

AND

CLASSROOM

Aides and Teacher

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TEACHING PHYSICAL EDUCATION AND HEALTH EDUCATION TO THE DISADVANTAGED IN THE PUBLIC ELEMENTARY SCHOOL IN DUNKIRK, NEW YORK

Kathryn Goodell*

In Dunkirk the two men instructors and I teach physical education at five elementary schools. These schools have the following percentages of pupils of Negro and Puerto Rican descent:

School	Negro	Puerto Rican
3	1%	12%
4	–	1
5	6	6
6	–	–
7	12	39

The welfare recipients were:

School	No. of Children in School	No. of Welfare Recipients
3	365	62
4	406	7
5	445	41
6	205	1
7	371	138

Dunkirk has been trying to reach these pupils and help them to gain more education and make use of and understand what is available to them in the community. In June 1965, a Head Start program was started and had this year forty–five children enrolled. In June 1966, a migrant summer school was formed with Mr. Louis Gugino, the director. In the summer of 1967, 120 children were enrolled.

In my classes I find the children like stunts and tumbling, marches, relays, running games, dodgeball, badminton, kickball, rhythms, folk dances (such as Way Down Yonder in the Paw–Paw Patch), and the Virginia Reel. If one has discipline problems, it has been found that one of their own kind will get them to behave at times. Some of these children have been up most of the night and as a result are tired, listless and in many cases hungry, sleepy and emotionally upset. You may hear profanity, verbal expressions of "Shut up," "I'm going to beat you up," and have fighting right in the class. Some of the girls know much about sex but do not know about personal hygiene and about the menstrual period. One Negro girl I had was frightened and didn't know what it was all about.

When teaching these children, I realized the less said on some things the better, for if they could get your "goat" they would do whatever irritated you more and oftener. You have to love them to really enjoy teaching them. Respect is what they want and when you give it to them you have won them as loyal friends and can start teaching and reaching them.

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Children need running, climbing, throwing, catching, lifting, sliding, swinging, and swimming. Physical training activities should be planned to quicken reactions, both physical and mental, and develop such qualities as strength, endurance, speed, coordination, agility, and balance. Youngsters taking part would be developing useful physical skills, learning to run, throw, catch, climb, dodge and gauge moving objects with increasing confidence, control, and safety.

Elementary school youngsters should move along from their first simple games toward more complex ones requiring teamwork, strategy, and observance of rules. Participation on relay teams makes dramatically evident the importance of both individual skill and group cooperation. Children should have an opportunity as well to experiment with movements and the expression of moods, feelings, and ideas through creative rhythms or dancing. They should be challenged by stunts and tumbling and other self–testing activities suited to their individual capacity and skill.

The surest way to involve the culturally disadvantaged in an activity is to make it into a game. The disadvantaged individual likes excitement, likes to get away from the humdrum of daily life. Sports are consequently attractive. What can be seen and felt is more likely to be real and true in his perspective. Feeling life is a much better teacher than books. They learn in a physical or motoric fashion. Children enjoy physical manifestations of emotions such as hand clapping and singing.

What is the source of the "games" orientation of the disadvantaged? It is related to their down–to–earth, spontaneous approach to things. Their extra–verbal communication (motoric, visual) is usually called forth in games (not all, by any means) and are person–centered and generally concerned with direct action and visible results. Games are usually sharply defined and structured with clear cut goals. The rules are definite and can be easily absorbed. The disadvantaged child enjoys the challenge of the game and feels he can "do" it; this is in sharp contrast to many verbal tasks.

When a child rebels and gets angry, calisthenics and deep breathing are good practices whereby the child lets off a lot of steam, gets fresh air and relaxes. They sometimes have to do instead of hear how to do.

To motivate children to learn we must accept the fact of basic temperamental differences, sometimes modifying our approach for the children not readily adaptable to the program. Without sufficient flexibility, we will make these youngsters lose interest in the physical activity which many of them so sorely need.

The physically competent child appears to be favored, approved, and regarded rather than those who perhaps are equally eager but less competent. Maybe these less physically skillful youngsters need encouragement most, yet too often overlooked in a large active class.

Primary children all want to be first. This drive is intense. It is such an integral part of themselves that primary grade children are easily pushed into cheating, using alibis, failing to observe the rules of the game—if the competition is made too important a part of the game.

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Children in the primary group need to play and should play outdoors in the fresh air and sunshine whenever the weather permits. Such active exercise helps them to grow and be healthy. Games give them a chance to play by rules in groups and to develop acceptable social behavior. Big muscle movements are needed in running, chasing, dodging, hunting, and hiding games. And children should have large–muscle activity every day in school and in leisure time after school.

Games give children a chance to play in groups, to share and cooperate with others. Games have rules and it is more fun for everyone to play by the rules. Running, chasing, hiding, dodging, pulling, and pushing games require big–muscle movements. Such games help to develop strong muscles, correct body balance, and good body mechanics. Hopscotch, jump rope and tag help to develop body control and teach the child to gauge distance and regulate speed.

In the elementary school it is the task of the physical education teacher to help children develop sportsmanship, playing for the sake of the games, never calling the loser names or making a child the scapegoat if his team loses. Once we understand how a child feels when he is constantly not quite good enough, we will pay more attention to self–achievement. It is doing one's best which should win approval.

Developing leadership is another important part of self–achievement. The competent child needs personal self–achievement. The competent child needs personal recognition as well to foster his growth. But sometimes we forget that it takes time to develop potential leadership. It is important to help the leader to lead as to help the less skillful child become part of the group.

Children like to be challenged–but the challenge must be reasonable for the child. The anxiety of constant failure may pervade a child's feelings and instead of leading toward action it may block his desire to try again and indeed block his later ability to master the skill. We must be aware of the child's readiness to be able to master with some success the skill we are trying to teach. Occasional failure balanced by success is not harmful but to be expected; continuous failure can destroy a child's picture of himself as an acceptable person. One cannot separate the child's self–image from his sense of self–achievement. A child with limited capacity can still be helped to succeed sufficiently within his own abilities. Even knowing that he cannot achieve in every area or as well as others, he will then not be overly discouraged.

The occupation of childhood is play. Through all types of play involvement, each child learns about himself and the world about him. This physical activity is the basis for all growth and development. The basic fact to which educators have been exposed, that gross motor learning must precede fine motor activity, seems to be unrecognized in this situation. Many pupils feel deeply inadequate, defensive, and discouraged because they have been trying to sit at a desk and perform fine motor tasks when they have not had the preliminary gross motor experience basic to the task. They have not received the "C" star, or smiling face nor had their paper put on the bulletin board all of which are indicative of success. This important physical learning experience must not continue to be neglected. Attitude changes such feelings as self-reliance, determination, confidence, and a desire to accomplish; promote contentment and happiness in the child and increase his performance in correlated learnings.

Through physical involvement in a wide variety of activities the child learns about the body, its parts, and how each functions. This necessary body awareness is important to future learning and seems deeply related toward improving perceptual skills.

The need for good flexibility and strength, especially in the pelvic region, is of great importance. Only as this is achieved, do the children realize satisfactory advancements in the large muscle responses of the body. There seems to be a general absence of strength and flexibility of the pelvic area in the majority of the children. It cannot be expected for a child to demonstrate adequate poise and grace if there is an absence of the strength necessary to maintain a specific posture or if there is a rigidity which forbids supple movements.

A very prominent key to success is repetition. Although it is a sometimes tedious and time consuming undertaking, it provides the desirable results. The only cautionary measure is to not pursue a specific area for an extended period of time. Involve the children in the activity time and again but at different periods. One must not repeat an activity until the frustrations of boredom and defeat appear. When one has done his best, the activity is terminated and returned to later or in the next lesson. Many demonstrations and instructions to provide complete understanding of exactly what is expected of him is needed. The more the children are prepared to perform a newly introduced movement, the fewer the amount of incorrect or unnecessary actions to remedy. Generally, activity should be performed with relative grace, poise and continuity and void of all unnecessary or uncoordinated actions.

Relating to the group activities and the group provides many new and valuable experiences. Such things as taking turns and waiting quietly to do so are quite a challenge in self–control. Children learn an important lesson in responsibility through the satisfaction of knowing that others are dependent on him and his actions. But more important, children learn how to give and take, win and lose, follow directions, and experiment with his place in society freely. As children are accepted into activities, the boost in ego and morale is transmitted to his classroom work. There seems to be a correlation between improved motor performance and improved academic achievement.

All children need to be educated in health because their physical, mental, emotional, and social well–being depends in large part upon what they themselves know, feel, think, and do. Through health education, they are given opportunities to acquire the knowledge, attitudes, and habits which will help them to live healthfully, happily, and safely. In primary grades, this education is usually designed to cultivate wholesome attitudes toward health and safety and to give the children opportunities to learn what they must do to keep healthy and safe. Physical education and health education are intimately related. As the children become increasingly active and skillful in games and sports, they are able to understand the relationship that exists between efficiency in all types of physical activity and good health.

Cleanliness of one's self and of other members of the household is of utmost value to the health of all members of the family, as well as of all who live in a community. In disadvantaged homes, and particularly in large families, too little attention is given to this virtue. Crowded living conditions oppose its practice. Bathing facilities are often inadequate or non–existing. Illness is frequent and easily spreads to others in the community. The lack of money and of cleaning facilities is the reason why many children come to school with dirt on their clothes. The child does not learn the need for, nor the value of, cleanliness.

The most common health problem among low–income children is dental care and most of us know it is difficult to be attentive when preoccupied with pain. These children make up a large proportion of youngsters in this country needing eye care or having a hearing impairment. They complain of stomach aches that occur because of insufficient diet, undernourishment, malnutrition. The crowded low–income home with continuous television viewing from morning until late at night tends to deny adequate amount of sleep and exercise to the entire membership. Some pupils have diseases of the scalp such as head lice, or diseases of the skin such as impetigo; many are ill–clothed, lacking coats, hats and overshoes and seem to catch every cold that comes along.

A teacher must be sensitive to deviations from what they expect of a child in the way of attitudes, behavior at work and play, and learning ability. Children with rather severe emotional difficulties have little self–control and are not receptive to efforts of the teachers. These children often engaged in behavior which is difficult for the teachers to control. Teachers who have worked with these children report that many of these children had difficulty in accepting individual responsibility, were unwilling to work cooperatively, had a limited capacity to adapt themselves to new situations, and engaged in rivalry for the teacher's attention. Occasionally foul language, calling out, fighting, sullen withdrawal, and pupil persecution of each other would disrupt the classrooms.

One major interest is a concern and curiosity about the human body that these deprived children show. Uneducated and impoverished families often lack even the most elementary medical knowledge. Teachers in these neighborhoods found that the children have bits and pieces of information–much distorted, some false–and some remnants of superstition. The children showed an intense desire to get information about all bodily functions, about accidents, disease, pregnancy, alcoholism, dope addiction, and mental illness. They had never had any systematic study of these topics.

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THE CREATIVE ART EXPERIENCE AS IT RELATES TO THE EDUCATIONALLY HANDICAPPED

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The art experience should be given greater emphasis in the curriculum planning or programs for the educationally handicapped. Its potential for combining and giving tangible meaning to the other disciplines cannot be overemphasized. It promotes the joy of self–awareness and self–discovery plus giving to the individual the power of creation.

It is the duty of the art teacher–consultant to do all that is possible to communicate successfully with the classroom teacher of the educationally handicapped and to help and support him in every way. This can be done through individual conferences, workshops, through observation by the classroom teacher of specific art experience classes and through inservice seminars on a zone or district level. It is important that the classroom teacher be aware of the reasons why the use of art as a teaching tool is needed, especially for the non–verbal. It is also important that the teacher understand what is actually happening in an apparently unstructured art experience, not what seems to be happening. This takes some understanding and empathy.

The art experience can help the non–verbal become aware of their culture and, in the case of the bi–cultural, help them preserve and establish a continuity and pride in both their new and old cultural patterns. The educationally handicapped often exhibit a lack of awareness of their surroundings or a rejection of them. Art can prove to be a positive factor in helping them deal with their environment and in helping them develop and use background symbols that are necessary for a basic understanding of it.

In this area drawing games of *I Spy* could be effective; walks where texture rubbings are made of sidewalk surfaces–the bark of trees–bricks–tile–cracked pavement–or other unusual patterns; also the spraying of spider webs with a can of gold or silver spray–paint, then *lifting* them on a piece of dark paper. Later these could be cut, and pasted to make a wall–hanging type of display. The variations are endless and only stop when a teacher's ideas run out.

In building up concepts that are related to verbalization, the awareness of shapes and textures is helpful in giving meaning to objects. It is easier to remember things that are handled, rubbed, folded, licked and kissed. Many non–verbal children exhibit an almost compulsive need to touch and taste. This can prove particularly nerve–racking to parents, neighbors and teachers–but within reason–should be encouraged as a positive force in the teaching of the child.

Another lack that these individuals often exhibit is either a negative self–image or none at all. As a beginning, it is often helpful to make them aware of the various parts of the body and how they work by creating a drawing or design lesson using a body–part as a pattern. The hands lend themselves most easily to this. Shadow shapes can be made on the wall–then the hand and fingers can be placed in various positions on the paper and traced around to make a design—lastly the resulting shapes are colored. The many hand and finger patterns in turn create a rich multitude of over—lapping shapes and if encouragement is given to use of many different colors as possible a kaleidoscopic effect is achieved. To further enhance the *self* with the more mature, it may be necessary for some intervention. A basic, simplified pattern of the human body is helpful. This can be traced on a piece of paper, then by the use of crayons and various scrap materials can be dressed to represent the *self* either in an every—day situation, such as *playing after school* or *going to church* or as something more imaginative such as *I wish I were* ___________ or *if I were a Roman soldier.* These figures can then be pasted on an appropriate background. This can work well particularly with social studies or literature courses. I can remember one such figure made by a farm boy. He found a small piece of wood in the scrap box and took it home. The next day it reappeared neatly shaped and scored to represent half a barrel. A small piece of scrap leather was glued on and when the picture was completed, it represented the body standing by a local swimming hole, clad only in a barrel. Needless to say—it was the hit of his class bulletin board! This was used as part of a third grade clothing unit but is applicable with all ages, even adults.

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One of the most difficult problems concerns the inability of the non—verbal, whether child or adult, to give abstract meanings to flat two—dimensional shapes. Herein lies one of the biggest challenges to art education. Some new linguist reading programs are coming out with raised or textured alphabets. A teacher can easily have the students make their own. A set of block letters in both upper and lower case made of heavy tagboard or other stiff cardboard can be kept available for patterns. When a letter or a word is introduced it can be illustrated—it is a noun—by making a picture, using the appropriate textured material, that represents the word. Then the word can be cut out of the same material (using the pattern guides) and pasted under, over or beside the illustration. An example would be the word *rabbit.* It could be cut out of velour paper or soft flannel and pasted on a background showing where the rabbit is or what it is doing. The letters cut of the same material are then added. Then again, the word *newspaper* could be cut from an old daily newspaper; the words representing different metals could be cut from various thin metallic foils and papers.

Adjectives are a more abstract concept. To express a feeling so it can be seen is difficult. A smell cannot be touched. But there is no reason why a scent cannot be added or rather rubbed into an illustration.

One way to give form to a word like *happy*, would be to wet a piece of white paper, then by using water soluble paints, float the colors that remind you of happiness over the paper so they make half—accidental patterns. When this background is dry, the word cut from bright papers (construction paper, gift wrapping, wallpapers, etc.) can be mounted on it.

To give form to verbs, the action described could be illustrated—such as a close—up of moving legs and feet to show *walk.* The letters in the word could be staggered in a way to represent a regular, walking motion.

These illustrations could all be combined and kept for reference in a scrap—book or folder by the student. Thus, an attractive and unusual dictionary of nouns, verbs, and adjectives would be always at hand.

The use of tools such as punches, sticks, brushes, etc., is an integral part of this visual–tactile learning and understanding. Charcoal sticks and twigs or feathers, dipped into tempera paint or crushed berries (straight from the supermarket freezer) then applied to grey paper cut in large, irregular stone shapes, will help teach about primitive peoples. The hands and eyes working together help reinforce each other in the learning process.

The suggestions just made are just that–suggestions only. What will work well for one teacher will not always work for another. This is especially so when preparing an *art experience.* All teachers collect new ideas and file them for future reference. The problem is to guard against using an idea or providing an experience just because it is unusual or different. It has to be assimilated and adjusted for a specific situation. The teacher has to feel comfortable with it; then it should be presented as an integral part of a basic learning experience.

In a normal classroom the art lesson often exists for its own sake as a means of purely individual creative expression. An art teacher has usually supervised its preparation or actually taught the so–called lesson or more correctly *experience.* When it is used by the classroom teacher it usually becomes a reinforcer or as an extra added attraction to supplement the textbook. This is fine–as far as it goes–but the educationally handicapped benefit very little from this limited approach. They must be helped on an individualized basis, in small classes, with their specific learning needs always in mind. The visual should lead to the verbal, the specific to the abstract, the simple to the more complex. Each person's potential should be given every available chance to mature by using all the appropriate educational means that have been developed over the years. Practices that have been developed but–sadly–often not implemented.

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TEACHING MATHEMATICS TO THE DISADVANTAGED

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The prime objective of this paper is to examine the *problem* of teaching mathematics to culturally disadvantaged students and design a realistic, effective, general plan for use with an eighth grade class this fall.

The anticipated class for which this plan is designed will be approximately twenty–five in number. The class will have been formed on the basis of a homogeneous, three–track system as a result of past academic performance and achievement, or rather, lack of it, in all subjects. It will be comprised of about 50% white, 40% Puerto Rican, and 10% Negro, boys and girls. They will not all necessarily have culturally deprived backgrounds, some may be better classified as slow learners. Many will have been discipline problems in the school and community. Their ages will range from thirteen to sixteen years. Most will be well below grade level in actual achievement. They will move from class to class as a fixed group. They will meet, therefore, once a day with the author for a fifty–minute period.

No realistic plan for teaching can be formulated, least of all successfully implemented, without conscious appraisal of the whole student. This is true, in my opinion, regardless of the subject matter of grade level taught and particularly true with the culturally deprived. Unfortunately, not many scholars in mathematics concern themselves much with this, being content to teach mathematics to students rather than teach students mathematics. Having been primarily attracted to the subject itself rather than to teaching, technically oriented in their interests, undernourished in the humanities, and sheltered by the high intellectual standards and rigor of the subject itself, few mathematics teachers above the elementary grade level even recognize the distinction least of all the need. The burden of learning is automatically inherited by the students and justified on the basis that they can't be *spoon–fed* forever if they are ever to succeed. As for method, the measure of most techniques for teaching are directly equated to exposure time. That is the technique that provides or forces the greatest amount of actual time at studying will produce the best student achievement. So, assign enough work and the learning will follow.

Whether this approach achieves any long term learning is seldom measured, therefore, seldom challenged. The waste of human resource is ignored. A few students somehow muster sufficient self–motivation and interest to accomplish long term learning and continue their scholarly careers.

Philosophically speaking, perhaps this is a satisfactory arrangement. since how many intellectuals does one society need, after all!

The primary or junior high teacher cannot dispatch the matter so easily, however. He is not protected by a screening out of non–achievers because of intellectual, physical, emotional, psychological or cultural handicap. If, for no other reason than self–survival in the classroom, he must recognize that to teach them, he must first reach them. He must, indeed, deal with the whole child.

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It is generally agreed by most authorities on the subject that the culturally disadvantaged child requires special consideration and, for the most part, different teaching methods and techniques than for the typical ***middle class*** student. The standard, middle class classroom teaching just isn't compatible with the characteristics of the culturally deprived, the more significant of which are, in brief:

1. Self–concept extremely poor.
2. Verbalization ability substandard–compensated by physical actions.
3. Problem solving ability low–have difficulty understanding abstract concepts, making decisions.
4. Creativity high–use unorthodox processes.
5. Beliefs strong–hostile to new ideas.
6. Human intuition high but suspicious.
7. Morals and standards low–outside the laws of society.
8. Sex knowledge high–experience early.
9. Ambition low–without hope.
10. Opinion as to value of education poor–too remote.
11. Behavior defensive.
12. Intrinsic learning habits undeveloped.
13. Material means terribly limited.
14. Wordly knowledge very slight or distorted.
15. Health poor–particularly teeth.

Even the most casual reflection upon the behavioral effect of any one of these clearly explains why such students have trouble in school, and as if this were not enough, the problems are further compounded by the natural characteristics of all children, particularly at the adolescent junior high age when they suffer peer group captivity as well as biological and emotional instability. It is quite evident that the usual classroom teaching ideas must be grossly revised if these students are to be reached.

The challenge, then, is well defined. But no enemy is invincible. All have their ***Achilles Heel.*** We have but to discover those human factors that bring desired student responses and have the framework for plotting the strategy of the attack.

It has been reported by teachers working with culturally disadvantaged that they respond to: physical, motor activities; consistent, clear rules; uniform execution of justice; peer training; absence of time limits; recognition for method; strong models; humor; tangible reward; reachable goals; and personal success. These, then, must be incorporated into the plan.

Before we get down to the specifics of the plan, there are special considerations related to mathematics itself that should be examined. Recent experience with culturally disadvantaged children indicates that mathematics, particularly the ***new math*** enjoys a much more favorable position than other subjects, at least initially. To the beginning student, mathematics is just as much a new language to the ***middle class*** as it is to the culturally deprived child. Both start about equal in knowledge of this discipline. Furthermore, both will depend almost in total upon the school for this knowledge since the amount of help that can be obtained at home, except eventually from older peers, is about the same–very little. This has been traditionally true in higher mathematics and now, with the popular adoption of modern mathematics, also true at primary level.

Primary teachers of the deprived would be wise to capitalize on this equality since it could be a decisive means of establishing sound cognitive learning habits and school success relations with possible transferral to other subjects.

The new math has provided other advantages, too. New textbooks have become available which utilize or lend themselves to improved motivational, teaching, and learning techniques. Most of these tests are now resplendent with color, overlays, photographs and other visual aids. They also incorporate spiral learning context; discovery through programmed problem solving; continuity through all grade levels; extra enrichment material; well designed diagnostic tests–and show promise of better material still to come.

Programmed learning self–teaching texts and machines are also being developed–many are already available. Use of television and electronic computers through remote access stations is in the experimental stage and, in this writer's opinion, hold the greatest promise for the future–a teaching tool that will permit the ultimate education system: individualized instruction for all. And who has greater need for this than the *slum child?* And who can better afford the cost of such equipment than the large urban communities where the slum problem is more concentrated?

In the meantime, for the culturally disadvantaged student locked in the standard classroom situation, what can be done? One possible solution follows.

This proposed plan has one main objective, namely, to reorient the negative anti–learning attitude of the class members to one which is sufficiently positive and self–perpetuating to permit successful continuation of their schooling on a more formal basis. The subject matter, mathematics, will be used as a means to this end rather than as an end in itself. This is hopefully not a plan for a full year but only for as long as it may take to get them interested and willing to study math. Once this is accomplished, the concrete nature of the subject matter, its pyramidal content, and its tangible measure of achievement can be utilized to perpetuate and reinforce the learning momentum.

Since the anti–intellectual attitude toward schooling is our main target, we must first identify it by its many faces. By the time these class members have reached the eighth grade level they can be expected to hate textbooks, homework, tests, and teachers–all of which are constant sources of frustration and failure. They have been drilled to distraction with little recognizable long–term recall. Worst of all, they have found so little meaningful application for the subject in their own lives that they have scant appreciation for its value, giving them a ready–made excuse for poor achievement of "so who needs it, anyway?"

The approach we suggest, therefore, is to force no textbook, homework, test, drill, or teacher upon them but, instead, create a personal need for each by creating a personal need for math. If these students know any math at all, what math they know is business math since they have had little or no exposure to modern math. If they have an appreciation for anything at all, it surely ought to be for money.

The master strategy then becomes one of determining from discussion with them the first day some goal that would require money (or perhaps, simply making money), and then let them start a business to earn that money. Since business arithmetic is the language of every business, how can they (the class) avoid it?

For this plan to have maximum effectiveness, however, it must be closely attuned to the members themselves. It must be their business. As much as possible it must be built with their ideas, effort and action. The teacher initially must play a secondary role, exercising extreme tact in controlling the situation, offering guidance rather than dictate, posing key questions for which they must find answers. From the teaching point of view, it is by the large an *ad lib* plan.

Projection of a hypothetical situation will best illustrate the plan. Assuming the initial hurdle of getting class acceptance of the business *game* (perhaps the most critical moment for success), one of the first considerations in starting a business is deciding the kind – service, merchandising or manufacturing. Let's further assume they choose service, say a photo service of capitalizing on the high social interests of their peers.

To start this business they would need a small polaroid camera, supplies, and perhaps a booth. Immediately they need capital! How do they get it? Perhaps a loan could be arranged – but from whom? A public loan agency? A bank? The school? How much interest? What term? Or perhaps sell shares to class members. Issue certificates? Pay dividends? How much capital will be required? What will the camera cost? Where can we purchase it? Is a discount available? How much? What about the booth–can we build it? What size? What will the material cost? Who will man it? Will we hire help? What will we pay the help? How will we pay the help–hourly or commission? What will we charge for each picture? What margin of profit will we have? . . . .

It is already apparent, from this partial model, that the many questions in starting and running a business are without end; and each must be answered in turn. The need for business arithmetic has come into play all along the way and when we extend the projection into need for accounting records, sales analysis, and graphs we realize this is only the beginning. Even an adding machine may have to be used! Textbooks become references. Homework becomes work assignments. Drills become balance sheets. The teacher becomes a business consultant. The classroom becomes an office. Peers become the market. School becomes the market–place.

What better game than a real situation? What better role–playing than real life? What better use of creativity than in business? What better motoric learning than work experience? What better motivation than reward? What better reward than money? What better ego–builder than success? What better opportunity than free enterprise?

As attitudes began to change and individual needs for math improvement become recognizable, more and more emphasis will be placed upon remedial math work. Short range programmed learning texts and machines would be most appropriate for this–perhaps for only part of each period at first, or study hall use. Upon completion of these even formal textbook usage may be possible, by which time the *business* will be *phased out* and an introduction to modern math *phased in*–God willing!

In retrospect, it is obvious that these are several underlying factors assumed as essential to successful teaching of the culturally disadvantaged:

1. The standard *middle class* approach will not work.
2. Any teaching approach must meet the needs of the student.
3. Anti–intellectual barriers must be destroyed for education to proceed.
4. *Middle class* standards must not be the sole measuring stick.
5. The teacher plays the key role.
6. The students play the main role.

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VOCATIONAL OPPORTUNITIES IN SHERMAN, NEW YORK FOR THE DISADVANTAGED

William J. Wiggers*

In writing this paper, I feel it necessary to explain a little of the background of the school, community, and the pupils before moving into the content of the paper.

Sherman Central School has a student population of about 850 pupils in grades K through 12. The village of Sherman is located nine miles west of Mayville, New York, and has a population of 800 to 850 people. The village and the school's population changes vary little from year to year.

The culturally and economically deprived in this school are 85% to 90% White, Anglo-Saxon, Protestants (WASP). There are some Roman Catholics, no Jewish people, and no Negroes. The Supervising Principal, John Butler, states that according to the school nurse's report we have about 35% to 40% of the student population which, one way or another, may be listed as culturally disadvantaged or economically deprived.

The area from which we draw our pupils is almost entirely a rural area except for the village itself. According to a survey taken in 1965–66 by Olin Hotchkiss, the instructor in vocational agriculture at the school, it has been estimated that the school district has 137 full–time farm families, 63 part–time farm families, and 77 rural residences in grades K through 12. It is very difficult to pin down these rural areas of poverty for two main reasons: (1) These people are very proud and resist help because they see it as charity. (2) Many of these families have an income which is low, but by raising a few cows, a few chickens, a pig or two, and maintaining a large garden from which they can freeze and can food they are able to spend the money that would normally go for food on better clothes, a new car, a color television, or some other item. The result is that on the surface they appear to be just as well off as people who make much more money than they do, and maybe they are.

Until this fall term at Sherman (1966–67), we offered the students only four real choices. The usual academic college–bound program, the commercial program, the homemaking program, and the vocational agriculture program. This program left much to be desired, since it offered training only for those going into farming, office or clerical work, girls who intended to marry and start housekeeping, and, of course, the college–bound.

According to *A Study Report of the Need, Scope, and Operation of Vocational Education in Allegany, Cattaraugus, and Chautauqua Counties of New York* (July, 1964), the state is planning to construct two large vocational centers in the county to provide training in various areas for students. One center is to be located in the Dunkirk–Fredonia area and the other center is to be located near Jamestown. Our principal felt that because of the winters it would be most difficult for our students to get to these schools. On the basis of a survey taken in the school by the guidance office, it was found that 10 to 15 boys wished to get some education in the field of auto–mechanics. Using this survey as a springboard, the principal convinced the board of education that we should institute such a program.

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The first thing to be done was to find a building which could be used for such a purpose. A building one half mile from school was found which will serve such a program. The building is only ten years old and is in good repair since it is constructed of cement blocks, reinforced concrete, and has a fresh coat of paint. The building measures 50 by 125 feet and a 20 by 30 foot addition is being planned. There is office space for two instructors, hot water, rest room facilities, and a new forced air heating system. The board pays $100 a month rent until this fall when the program goes into effect and then $200 a month while the program is in operation. The board also has a three–year lease with the option to buy at the end of the three–year period. The board has already allocated $30,000 for equipment in the building which will provide a start. If student interest indicates that the program should be continued, more money will be allocated.

It would not be possible for the program to exist if there were students for the program only from our school. The students from Sherman will attend the school for auto–mechanics as will students from Clymer, Panama, Mayville, and Chautauqua.

Westfield and Ripley have also indicated they may wish to send their pupils to Sherman for the program. Chautauqua and Clymer are also starting programs which Sherman may send students to. Chautauqua will be offering a course in farm mechanics.

The course will not be taught by teachers as we usually think of people who teach in the public schools. Instead, the course will be taught by men who have actually been auto–mechanics in garages in the area and made a living working as a mechanic. The program will not neglect the formal side of the student's education. The boys will take their English, social studies, science, mathematics, and physical education at the school and go to the vocational center for instruction in auto–mechanics. It should also be noted that not all the students are slow learners just because they are in the vocational program. Of course, some will be, but a number, who for one reason or another do not wish to go to college, but have the ability, will also be in the program. The usual reasons given are that they cannot afford to go to school or they dislike school and want terminal training which will give them a saleable skill. This program is not designed to make master mechanics out of these students, but rather, it is designed to train them in basic fundamental skills that will enable them to get a job in a garage where they can do some auto repair work while learning how to do more complicated work on specific makes and models of cars and trucks.

This program is designed for students in the 11th and 12th year of high school. This was done since these students are the ones who will graduate in one or two years. The 9th and 10th year students still have three or four years before finishing their high school program. The present plan will, if the program is successful, be expanded in 1967–68 to include 10th graders and in 1968–69 to include 9th graders.

Let us now look at the daily program that an 11th grader would follow if in this program and then one a 12th grader would follow. This information was obtained from the guidance office in Sherman Central School.

11th Year Daily Schedule

Homeroom	8:45– 8:50	Attendance	
1st Period	8:55– 9:35	English III	1 Unit
2nd Period	9:38–10:18	Elective or Supervised Study	1 Unit (Elective)
3rd Period	10:21–11:01	Supervised Study Physical Education	(3 days per week) (2 days per week)
4th Period	11:04–11:44	American History I	1 Unit
Lunch	11:45–12:05	Lunch	
5th Period	12:08–12:48	Afternoon to be spent at the Vocational Center	
6th Period	12:51– 1:31		
8th Period	2:28– 3:08		2 Units
		TOTAL	5 Units

This is the basic schedule. The student might take courses in commercial, mathematics, agriculture, or science areas as their electives. This schedule could be turned around as it is in the case of some 12th year students.

12th Year Daily Schedule

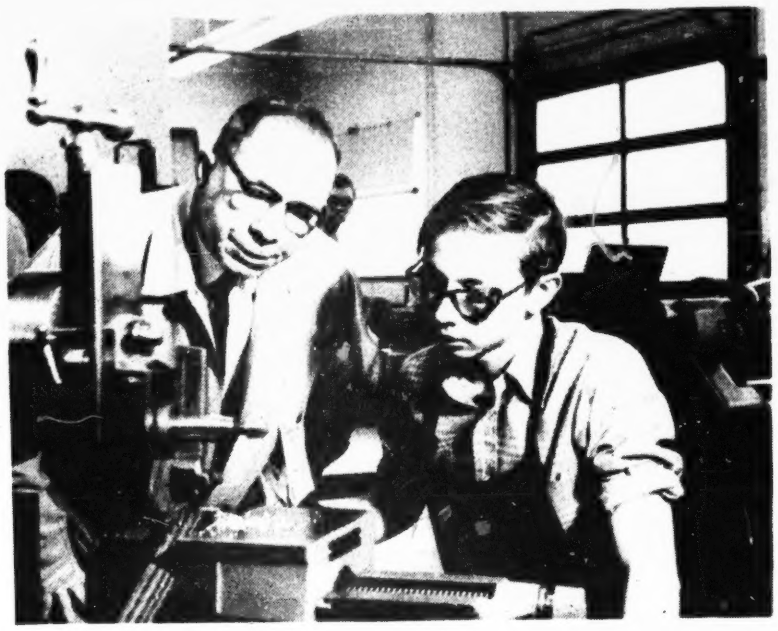
Homeroom	8:45– 8:50	Attendance	
1st Period	8:55– 9:35	Morning to be spent at the Vocational Center	
2nd Period	9:38–10:18		
3rd Period	10:21–11:01		
4th Period	11:04–11:44		2 Units
Lunch	11:45–12:05	Lunch	
5th Period	12:08–12:48	English IV	1 Unit
6th Period	12:51– 1:31	Elective or Supervised Study	1 Unit
7th Period	1:35– 2:25	Elective or Supervised Study	
8th Period	2:28– 3:08	Supervised Study Physical Education	(3 days per week) (2 days per week)
		TOTAL	4 or 5 Units (Depending on number of electives chosen)

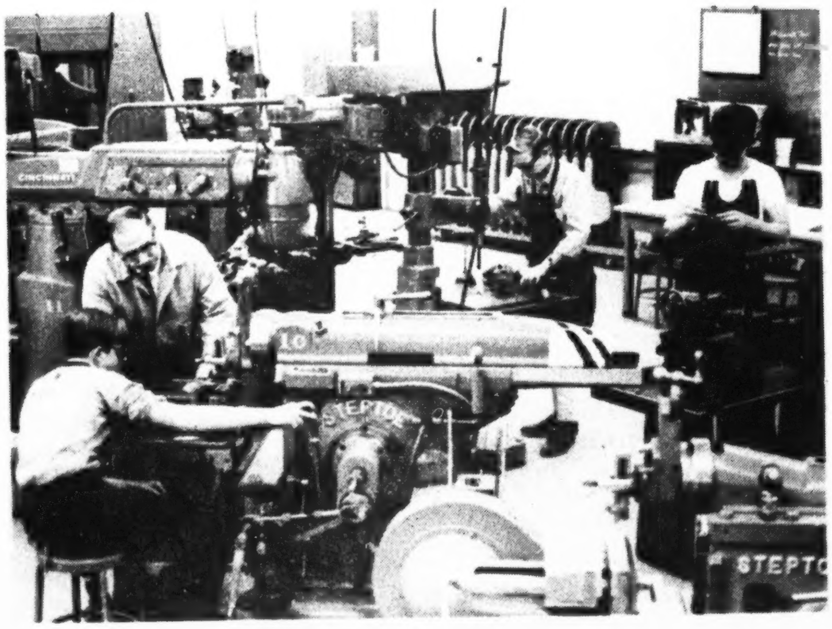
In the senior year at Sherman English IV is the only required subject. The student could therefore select one or two electives. The student could choose from electives offered for seniors from commercial, science, mathematics, social studies, agriculture, or English.

At the vocational center it is planned to use the four periods in groups of two. A student would be exposed to 80 minutes of instruction and demonstration and then 80 minutes of practice and lab experience with the instructor there to help and answer any questions that might come up.

In summary, the basic reason for this program, then, is to try to better meet the needs of the students here at Sherman. We seem to have been successful in our academic program when based on Regents diplomas issued in June to seniors, Regents Scholarship winners, number of students who go to college, and the number who finish college. The commercial program has been successful for the girls who wish to get office jobs or attend business college. The homemaking program helps the young girls better prepare for marriage and family life. The vocational agriculture program gives prospective young farmers a good base to start from. This leaves us, then, with our students who do not fall into these categories, namely, those who want some vocational training. We have moved as a start into auto–mechanics, since this was the area the students indicated an interest in. I hope that if other areas become necessary to meet the students' needs that we here at Sherman will be able to provide them.

OCCUPATIONAL EDUCATION

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HEAD START PROGRAM–BOCES

Phylia Kohl*

When the Office of Economic Opportunity was established in 1964, early childhood education received, for the first time, national recognition. This took the form of Project Head Start. Head Start is a preschool program for children from economically and culturally disadvantaged homes. At first, these projects were run for six weeks each summer, prior to the child's entrance into kindergarten.

In the summer of 1966 the Board of Cooperative Educational Services (BOCES) in Chautauqua County received funds to operate several summer Head Start classes. The Board approached several school districts as to their interest in having a class. The general response was good with certain hesitations: two districts refused. They did not want to (1) identify their poor, and (2) were concerned that this might prove to be a political mistake and a social blemish on their community.

Six classes were begun in July. There were two in Fredonia, one at the Campus School and one at St. Anthony's Church, one each in Silver Creek, Mayville, Ripley and Pine Valley. A total of 118 children were serviced in all.

Mrs. Theris Aldrich was the director of all the classes. In her evaluation, she concludes that the underlying aims of the project were good but the problems were many. The most frustrating ones were: (1) the program ended just as it was starting to develop, (2) there was no follow–through to the home or the elementary school after the child left the program, and (3) the total geographical area was too large for one person to supervise effectively.

Other projects must have had similar problems because the following year OEO decided to extend the summer programs to year–round Head Starts with strong emphasis on parent involvement.

In this county the OEO established Chautauqua Opportunities, Inc., in Mayville as their delegate agency. They, in turn, distributed the Head Start funds to three districts in the county. The Dunkirk Central School District sponsored three half–day classes at School No. 6. Dunkirk is a depressed industrial area predominately of Negroes and Puerto Ricans. Falconer Central School District received funds for two classes–one class at the Bethlehem Lutheran Church in Falconer, the other at the Ellington Congregational Church in Ellington. The children in this part of the county are predominately rural poor.

The Board of Cooperative Educational Services of Chautauqua County in Fredonia requested and received funds for a single class. Although there are no concentrations of poverty in the Fredonia Central School District, there are many "pockets of poverty," particularly in the more rural areas. The program was also meant to serve as a *demonstration center* for preschool education and to work closely with Fredonia State Teachers College.

I was hired to be the teacher in the Fredonia Head Start program. We started in June 1967 and continued throughout the entire year. The summer of 1968 our funds were cut, forcing us to a ten–month program, operating from September 1968 through June 1969. In the following pages, I will describe the activities and experiences of these last two years. I think they will help the reader to get a glimpse of an effective Head Start program.

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RECRUITMENT. A mailing was sent to the social agencies, Public Health Clinic, local churches, local pediatricians and general practitioners and the Fredonia Central School District, asking them to help us identify qualified children. We received cooperation from all our contacts except the Department of Welfare. Their policy is not to divulge the names of the families, as they consider this information confidential. It is unfortunate that exception can't be made as some of our neediest children were kept from our doors.

The poverty guidelines set by OEO are: for a family of four the family income must be $3,300 or less; for each additional dependent an additional $500 is allowed. Thus, for a family of eight, the income would have to be $5,300 or below and so on. Ten per cent of our children need not be from the poor. As we had a class of fifteen children, we permitted two children from this category.

HOME VISITS: As the names arrived at our office, I visited each house. The nurse either accompanied me or made a visit alone. These visits are very important to:

1. meet the family and become cognizant of the home environment,
2. verify eligibility of the family to be in our program,
3. inform the parents of their role in the program,
4. learn about the child from the parents and my observations of him in his home environment,
5. have the child become acquainted with me so we are not total strangers when school starts.

PHASE–IN. When school starts, the children attend four each day for the first four days. On the fifth day they all come together. This allows us to get to know each other with more ease. They are accompanied by a parent, friend or relative, depending on the circumstances. This is done to ease the separation and to help our parents to become part of our classroom. If the child is not ready to come without the parent after this first week, he may continue to come with his parent until he can make the separation. The first summer we started we had one little boy who would never leave his mother's side. He wouldn't eat, play, or partake in any activity even with her there. After two weeks, we all decided that Terry just wasn't ready to come to school. He returned in September. This time he was eager and anxious to participate. He was "ready."

GOALS AND METHODS. Now that the children are in the classroom, what do I expect to accomplish? If the child is given a multitude of creative experiences, he develops relationships with his peers and adults. He is guided to use didactic material, stimulating language experiences and is helped to explore the world around him. I hope he will gain "wisdom and goodness" and develop self–confidence, self–worth and become more independent.

The classroom is arranged with a housekeeping area (with much water play), a music center, a reading corner, a block–building and related accessories area, a wood–working bench, an easel and an area for other art projects. On a separate counter are placed a variety of manipulative toys like puzzles, geometric shapes, pegs, etc. On another counter are our animals and fish. This year we had rabbits, gerbels and guinea pigs.

I set the stage for learning, hoping the children will utilize the materials to meet their needs. My teaching aide, the parents and I participate. Community volunteers and college students are there to help if the child needs assistance, guidance or encouragement.

The children will often motivate the "curriculum." For example, one day, while Bernice was playing mother in the housekeeping corner, she asked me if I had the ingredients for a pie. I gave her some flour which she mixed with a little water for the dough. She came back and asked for the fruit. I didn't have any but suggested that we could go apple picking the next day.

On our bus trip to Woodbury's apple orchard, we discussed the growth of seeds into trees, the flowering and the fruit itself. I read the story "From Here to There" about this growing process.

The children delighted in being able to climb up and down the trees. When we had enough in our baskets, we sat around them on the ground comparing their *colors, sizes and shapes.* The following day we peeled and cored the apples. Each child had a chance to cut them in half and in quarters, before putting them into the crusts we had made. (Again, let me emphasize the need of several adults to make learning in this way a safe and meaningful experience.) And to quote the old adage, "The proof was in the pudding," for the children they were the best apple pies they had ever tasted. Bernice baked her pie. She really did.

Each child has different needs, problems, abilities and preferences. He has to be met in a different way. A particularly verbal and inquisitive boy in the group, Harvey, often wandered aimlessly around the room by himself. I shouldn't really say "by himself" as he always had one of the soft and cuddly pets in his arms. He wanted to join the other children in their activities but he just didn't know how. . and most of all, he didn't want to have to part with the animal.

I suggested to Harvey that he build a house out of blocks for the animal. This he did; and the house grew to a zoo, and then a whole city developed. Many children became involved in the activity. Soon after this experience Harvey was able to separate himself from the animal by placing it in the doll carriage. There it was still close enough for security, and allowed Harvey to be the "daddy" in the housekeeping corner, playing with five other children.

But our results are not always as satisfying. Max came to Head Start two months after our program started. A neighbor had heard about it and told Mrs. Martin that since "Max would never be ready for kindergarten next year, she had better see if he couldn't get into Head Start." Unfortunately, this homemade "guidance counselor" was correct.

Max was willing to let his mother go after the first day, although he wouldn't speak to anyone or eat anything. He started to eat after three weeks of dieting but he would not utter a word. Having conferred with the parent about this, she said, "Max and his three sisters are not permitted to speak in the house when their father is home. He believes children should be seen and not heard." He would not meet with me.

I was not able to make any progress with Max. We were very fortunate to have a volunteer, who was majoring in Early Childhood Education at Queens College, come in to participate three days a week. She spent all of her time with Max. Max began to speak to her, then to me, then to everyone. He spoke well and rapidly. Nevertheless, I recommended that Max stay in Head Start another year, especially since he was very small. His mother agreed and his father consented. But when September came, they "decided to send Max to kindergarten."

Mrs. Martin called me three days ago to tell me that Max's kindergarten teacher decided that she did not think he was ready for first grade. (This particularly disturbed Mrs. Martin and me because the teacher told her he was doing well and the speech therapist told me he was just fine. Mrs. Martin told me that she will "insist that her husband let him speak at home over this summer.")

With this last anecdote, I am sure you see the importance of parent involvement and cooperation.

PARENT INVOLVEMENT. Our Head Start children are in need of a preschool program because something has been lacking in their environment and they need to "catch up" to the "norm." Because we are interested in having the child "catch up" and because we know that a good teaching situation is not sufficient, great importance is attached to improving the child's home environment. Parent involvement, e.g., in the classroom and on an Advisory Committee, is one of the ways we can insure the gains made by the child.

CLASSROOM PARTICIPATION. In order to give the Head Start youngster the individual attention he needs we must have people to help him. Parents can be trained and encouraged to see the role they can fill in the classroom. While they are working with me, they often ask, "How do you get them to listen without screaming?" Or they might ask, "I can't make David sit so long. How come he does it here?"

In addition to workshops and conferences, the parent is learning the answers to his or her own questions by watching and doing. Not only are they helping their children but they are helping others. This gives the parents a feeling of worth and increases their often lacking self–confidence and self–respect.

PARENT ADVISORY COMMITTEE. This committee includes all the parents and several community representatives. The staff acts only in an advisory capacity. At their monthly meetings, the parents plan, question and criticize different aspects of the children's program. This year they planned and executed all the parent–children parties and trips.

The program committee arranges to have films, speakers and workshops for the meetings. This year, they had an Art Workshop, a speaker on job possibilities in the Dunkirk–Fredonia area, viewed an excellent film, "My Name is Children" (about an elementary school using the same teaching techniques I use in my classroom), to mention only a few.

The committee enables the parents to have an active role in their child's education, to meet people who often have similar problems to theirs and to participate in a meaningful group experience — something many have never done before.

To emphasize the importance of parent participation, I quote from the summary of a research paper on Parent Participation in Head Start Programs. The author concludes, ". . . that those parents who cared most about the Head Start program were able to communicate this and transfer educational aspirations for achievement to their children.

Those who conceived the Head Start Program were astute enough to realize the importance of the teacher–parent relationship. Regular home visits by the teacher are an expected part of her daily schedule.

During these visits a warm, intimate and trusting relationship is developed between the parent and me. The parent often chooses to talk about something she just purchased, trouble with a spouse, being overweight, etc. If it's important to the parent, it will affect her child in some way. We are interested in the total child in his total world.

I am there to offer and arrange for any type of help the parent may need or want. Often, this is their first contact with a person who "really cares." My telephone rang on Thanksgiving Day. It was a mother in the process of leaving her husband with no place to go. On another occasion at twelve o'clock at night, I received a request for advice for a sick child. Another typical call asked for references. Sometimes they call at all hours just to talk. Only this week, a phone call came at 7:30 A.M. to congratulate me on being a great grandmother. (Since my oldest child is 12 years of age, I was stunned.) I soon realized it was my Kitchen Aide (a Head Start parent) calling to tell me that the offspring of my classroom gerbels had their first litter in her home as she had been given a pair from the original litter.

As the program improved the parents need for housing, employment, counseling and legal advice has become too involved a job for the teacher to handle alone. We now have a Home–School Coordinator to assist the teacher and substitute for the nurse. (As the nurse's duties were primarily social work in nature, we thought this was a worthwhile change within our limited budget.)

Through our joint efforts we have obtained employment for parents and helped them to find baby sitters, obtained legal aid for a mother who wanted her out–of–wedlock child's name changed to correspond to hers; we have found placement for older children in the family who needed guidance and have guided separated couples to marriage counseling to mention only a few.

RELATED STAFF. Although we no longer have a nurse, the Home–School Coordinator makes certain that all the Head Start children and their younger siblings are completely immunized at the Public Health Clinic and get a physical examination from their physician (which is covered under Medicaid).

A hot meal is served daily at lunchtime by our Kitchen Aide. Each child also receives a daily vitamin capsule. To increase good nutrition at home, the Cooperative Extension Service has recently trained Nutritional Aides to work with the parents in their homes.

The Speech and Hearing Department at the State University of New York at Fredonia assigns two to three students, majoring in speech, to work with our class each semester. Their accomplishments have been excellent when working with the individual child and only fair in group therapy. (I think their lack of training in the latter accounts for the difference.)

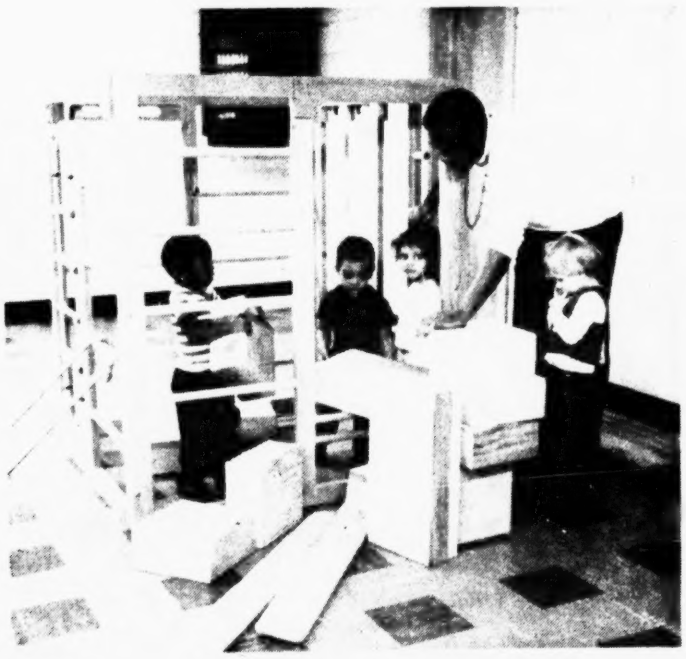
Psychologists are available to us on a consultative basis. Since there is no psychologist in this district ***experienced in working with preschool children,*** I have not found it very beneficial consulting them. This does not indicate that a good psychologist might not be very helpful.

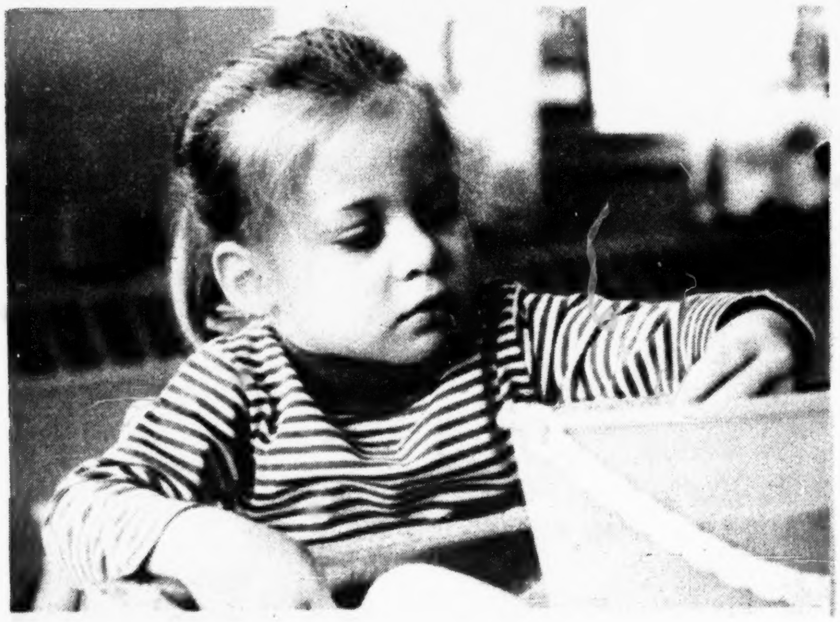
In a brief article like this, it is difficult to expand on and evaluate the many ramifications of a Head Start Program. Today, many people are measuring the cognitive learning and I.Q.'s of these children. Berieter and Engelman have been able to show certain language and I.Q. improvement through their "rote teaching" methods. But are these learning gains long lasting? Are they producing anxiety and fear as a by–product? What is happening to the concern for the "total child?" Or are we now so technologically oriented that we are only concerned in measuring cognitive growth?

In our Head Start class the children did learn to count, read their names and other "signs," recognize colors, pour milk from a pitcher, form better sentences, equate halves, wholes, and quarters, recognize geometric shapes, etc., etc., ***but*** they also learned to be inquisitive, channel their emotions creatively, express their fantasies, explore the world outside their classroom, socialize with others, all in an atmosphere of joy and well–being.

I am not as concerned with developing their intelligence as I am with their intellects. I think we all need a little more time to "reflect, cogitate and to dream," . . . that is, to use our intellects rather than our intelligence. Let us be wary of developing human minds and forgetting about the human being.

SELF–EXPLORATION





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PART III

WHAT CAN THE ADMINISTRATION AND COMMUNITY DO?

A SURVEY OF THE CULTURALLY DISADVANTAGED FAMILIES AND THE IMPLICATIONS TO THE SCHOOL SYSTEM IN HINSDALE, NEW YORK

Madeline S. Corbin,
Mary F. Hitchcock,
Sonya I. Larson, and
Lynford Strong*

The success of a school depends upon the dissemination of knowledge and information to the faculty and staff as well as to the children.

The writers of this survey will attempt to give the reader an accurate account of the extent of the culturally disadvantaged families in the Hinsdale Central School District. We will also investigate the causative factors for this disadvantagement.

Our survey will include the role of the school, the government and the service organizations in reference to the culturally deprived here. Every teacher will be involved in educating the pupils from these homes. Through this survey we hope to help each teacher relate to the circumstances contributing to the deprivation. We recognize the need for our teachers to be cognizant of the problems and to be aware of their educational implications. In the book, *The Disadvantaged Child,* by Joe L. Frost and Glenn R. Hawkes, it states, "The schools have promises to keep." This is aptly stated.

Following the survey proper we will attempt to indicate areas where greater effort should be used. We will follow that with suggestions for possible increased utilization of the available resources.

The culturally disadvantaged in the Hinsdale Central School District comprise approximately 35–40% of its enrollment. This is a stable group of WASPS (White Anglo–Saxon Protestants) who have been living in the area for two or more generations. Some are large, extended families and some broken homes. The economic and social conditions of these people are below the national standard. An insufficient income is acquired through tenant farming, unskilled labor employment and welfare aid. The average annual income is about $2,500 and the educational level of the parents rarely exceeds the eighth grade. Some of the family incomes are higher, but because of the large family structure and needs, they can be described as poverty-stricken. Moreover, the conditions often exist due to the lack of financial know–how and poor management.

The dwellings of these families are found on remote county roads encompassing five different townships with an area of 64 square miles. These homes are overcrowded, lack proper insulation, heating, sanitary facilities, water supply and are in need of general repair.

Many lists and generalizations have been composed by sociologists working in the area of educating the culturally disadvantaged. Frank Riesman gives the following reasons why the disadvantaged do poorly in school:

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1. The lack of an "educational tradition" in the home, few books, etc.
2. Insufficient language and reading skills.
3. Inadequate motivation to pursue a long–range educational career, and poor estimate of self.
4. Antagonism toward school, the teacher.
5. Poor health, improper diet, frequent moving and noisy TV-ridden homes.

The writers of this survey feel that these reasons can be readily applied to the disadvantaged children attending Hinsdale Central School. These children are not achieving what is expected of them for their age and grade level. They score below the 50 percentile on achievement tests and generally score a low I.Q.

The following is a description of a third grade girl from a disadvantaged home attending Hinsdale Central School:

Janie is a member of a large family of white children. Neither of her parents completed high school. Her father is an unskilled laborer receiving an annual income under $3,000.

Janie usually arrives at school after an hour bus ride with her hair dirty and uncombed, dressed in a soiled, "hand–me–down" dress, worn shoes and frequently without socks. She is in the need of dental care and has shown signs of weakness in her vision.

A member of the "slow group," Janie has been unable to achieve much success or interest in reading. Her achievement test scores are below grade level and the individual Slosson Intelligence Test rates her with an 85 I.Q. She appears tired and inattentive in class and often admits to watching the *Late, Late Show* the previous evening. More than likely, she has gone without breakfast and the free hot lunch she receives at noon is the best meal she will eat during the day. She is usually one to return for "seconds" also. Janie has an unhealthy attitude toward school and displays belligerence toward her classmates.

Janie's parents never attend P.T.A., but occasionally will come to school upon request of the administration or faculty.

Yes, Hinsdale Central School does have its share of the underprivileged, poor, white population of the United States. However, the conditions existing there are not so overwhelming or seemingly insurmountable as those we have studied during course in *Educating the Culturally Disadvantaged* which was held at State University College at Fredonia under the direction of Dr. Leo J. Alilunas.

Our Board of Education, our administrators, guidance counselor and faculty have been cognizant of these families for a long time. They have shown the awareness in a variety of ways and have made numerous adjustments and changes in curriculum and classification to meet the challenge of educating these pupils to become successful, useful, self–supporting citizens.

Grouping encompasses the entire school program beginning in the kindergarten by age level and continuing from there by the child's ability and interest. Homogeneous grouping related to ability was initiated about eight years ago. The small school population (775 pupils K–12) does not make this an exact or perfect grouping arrangement, inasmuch as we usually have only two groups per grade. Three groups would meet the needs of the pupils more effectively and would provide greater opportunity for the enrichment of the program. The inevitable result is that ability levels often overlap in the various disciplines.

The kindergarten program covers a full day's attendance for the children. Much of this time is spent in extending their experiences beyond the level provided by the home. The children are exposed to companions from other strata of the community and learn from them. They enjoy stories, poems, musical games, activity programs of numerous kinds, trips and discussions which enrich their backgrounds. This variety of approaches leads to constant, but not monotonous, learning experiences.

Later in the year the reading readiness program begins. Some children are found ready to begin reading. The ITA approach to reading is started. The teachers show great enthusiasm for the program. The children are stimulated when they find they can pick up a book and really read instead of memorizing each page as they proceed. The enthusiasm of both the teacher and pupil prepares most of them to enter the ungraded primary program without great difficulty.

To increase the benefits to be derived from the kindergarten year, a Kindergarten Mothers Club was organized several years ago by the class teachers. These teachers believed there was a definite need for closer relationship between the parents and the school. Interest in the club was high from its inception and continues high today. From it a warm understanding and a social atmosphere prevails. Through monthly meetings the parents become educated to the goals of the teachers and the school. They soon become cognizant of the new techniques and programs begun and the reasons behind the change. The Club works to raise funds to increase the materials available in the kindergarten rooms. The parents cooperate wholeheartedly in the Health Examination Program, Pre–School Conference Program and many other ways beneficial to success in the kindergarten.

There is no such organization for the succeeding grades as yet. Some consideration has been given to extending the idea of Mothers Clubs to replace the PTA but no definitive action has resulted. However, each year some mothers cooperate to act as Room Mothers for social activities in the classroom. Greater use has not been made of these parents due to their having small children at home or they are working to supplement the family income. The teachers do not wish to place too great a burden on these mothers under the existing circumstances.

In the non–graded primary the children progress as they show ability and improvement. Mobility is the keynote here. The pupil's success in mastering essentials is observed and acted upon. Stigma is not attached to the child who takes four years instead of three to prepare himself for fourth grade. Here is recognized the individual differences in ability and readiness as well as in background and experience. Again ITA is being continued in the first levels to lay a foundation for rewarding reading success and pleasure. The ITA program has not been in effect long enough to make an accurate assessment of its successes or its weak points. However, in one test class some pupils advanced 2.1 years in their reading level after a five month period of concentrated ITA procedures. It is our firm belief that ITA will have favorable effects on the general language arts field due to the maturity of the reading material. We will watch with interest the effect on spelling when these children reach the third and fourth grade levels.

True departmentalization commences in the fourth grade. Here one teacher has the pupils for three periods each day and specializes in language arts and social studies for both groups. The mathematics, reading, science, music, and art teachers are specialists in their field and are responsible for all groups from the fourth grade through the sixth. Spanish is also provided for the "A" groups beginning in the fourth grade. This fourth grade period is transitional in nature and prepares the children for full departmentalization in the fifth grade. We have used this system for the past three years and the consensus of opinion is that the results are satisfactory in every way. The pupils have adjusted to the junior high school program more easily and successfully when compared to previous groups.

In January, 1965, a faculty member succeeded in arranging for two special classes to be small in size (10–15) to specialize in bringing delayed students up to grade level if possible. He recognized that our school provided many opportunities for the academic pupils to prepare themselves for higher education. He explained that we were not expending equal effort to meet the needs of those who had had little success in the academic area.

These classes were to be self–contained, each directed by a male faculty member where curriculum and format were tailored to the specific and practical needs of the pupils. Teaching machines, A–V materials and supplies not related to a formal teaching situation were provided. These included craft supplies, programmed learning equipment and numerous field trips to local industrial and commercial establishments. The board of education cooperated to the fullest in this program to provide any reasonable request from the teachers. Thus they showed their involvement and accepted the school's responsibility to these underprivileged pupils.

Some specific results of the year and a half this program has been in effect are noted here. Two of the boys from the grade group have been able to return to their original class due to improved reading ability. Improvement in reading levels and mathematics levels have been as high as two years progress after one year of study.

In the first year the junior–senior class consisted entirely of boys. At the end of the second semester (first semester in special class) five of the boys were able to return to their original class. Four from these five maintained the level of this class and continued. One young man returned to the special class for further help.

During the 1965–66 school year the class included both boys and girls. The guidance counselor required that each of these members select the major which he planned to follow throughout high school. Generally the boys elected shop or agriculture while the girls chose business or homemaking. There was a feeling of apartness with these people during the first year. To overcome this they began and ended the day with the homeroom group. They took part in class elections and activities. They participated with the regular class in music, art and gym, thus maintaining a close relationship to the class with which they will graduate. To improve their ego–image these special classmen were given first chance to participate in the driver education course.

In June of 1966 three boys and one girl were promoted to their original class after a parent–child–teacher conference which stressed the need for continued hard work and effort. It was clearly understood by all three that achievement must continue if they were to remain a part of the traditional high school program.

Our high school program is divided into Regents and Non–Regents groups. The Non–Regents, primarily the underprivileged, may specialize in the field of agriculture, shop, home economics or business. They may also be enrolled in the new Cattaraugus County Vocational–Technical School opening in Olean. This multi–track program has been successful in meeting the needs of the youth and in keeping them in school until they graduate. This is shown by the very low drop–out record of our school. The number of drop–outs per year for the past thirteen years is listed below.

1954	3	1959	4	1963	0
1955	1	1960	2	1964	4
1956	0	1961	3	1965	3
1957	0	1962	0	1966	3
1958	1				

This shows an average of 1.85 drop–outs per year out of 150 pupils in the 14–17 age group. This works out to be 1.23% of the enrollment. According to our guidance counselor, it is predicted that nationally there will be 7½ million drop–outs from an enrollment of 15.9 million students in the period from 1960 to 1970. This would result in a 47% drop–out rate. It is further predicted that one out of three of the children in the fifth grade today will become a dropout in the future. With these facts in mind we feel assured that Hinsdale has succeeded in keeping our youth in school until graduation by means of guidance, counseling, tracking programs and other varied educational privileges. Hinsdale was a participant in the Holding Power Project covering a six–year period. This was under the sponsorship of the New York State Department of Education in Albany.

Our school receives added services through the Cattaraugus County Board of Cooperative Educational Services, hereafter called BOCES. This service provides a school psychologist who is often assisted by students majoring in psychology at St. Bonaventure University. The psychologist screens the children individually in the third grade. He also tests any pupil referred by the teacher and gives special attention to those children with noticeable emotional problems. The student psychologists do case studies on pupils who need more continuous personal attention.

A speech therapist who works one day a week with pupils that have speech problems is also a part of the faculty service provided through BOCES.

BOCES supplies a dental hygienist for one full semester. Her services include a dental examination and cleaning the teeth of each child; recommendations for further treatment; and fluoride treatments in grades 2, 5, and 8 (subject to parental permission). Class instruction is given in the care of the teeth and oral cavity. Bulletin boards and attractive charts are prepared to stimulate the interest of the pupils.

Prior to the 1966–67 school year, BOCES has supplied the agriculture instructor for our school. A full time instructor will be provided by our Board of Education in the fall of 1966. This instructor works closely with the disadvantaged boys living on farms or with those that show marked interest in this area.

In discussing our school with the guidance counselor, it was learned that members of the sociology class and Honor Society (composed of privileged and under–privileged students) make trips to the Art Gallery in Buffalo, to see an opera in Buffalo, to the Common Council meeting in Olean, and to several churches in the area. These experiences are instrumental in broadening their horizons and increasing their background of culture.

Hinsdale began the program of parent conferences to replace report cards in the kindergarten some years ago. Last year this idea was extended to include the first grades. In 1966–67 the same procedure will be followed in the second grade. This will eliminate numerical marks which are discouraging to the child, the parent, and the teacher. It presents an excellent opportunity for better parent–school relations and involves the parent actively in the school. Through this system the child does not suffer from a report card peppered with those revolting red marks which tend to haunt him indefinitely.

In 1966–67 the intermediate grades will introduce a new, up–dated report card system. These cards will carry numerical marks for each discipline. The divisions of the disciplines where there are weaknesses will also be checked. In this way parents, teachers, and supervisors will become aware of the areas of weakness and work to correct them.

The person who plays a major role in aiding the underprivileged child is the school nurse. After calling on the families for the past ten years she has become very aware of the conditions found in the homes. In addition to serving as a full time nurse, she coordinates the school health program and arranges for special lessons and films. She screens the children for defects in sight or hearing.

While taking the school census each year she gains valuable information to be used later to help the children. The nurse acts as liaison between the school and the service organizations to provide visual or dental care to the under–privileged. We have found her a valuable source of information in our survey. From her any teacher will receive the fullest cooperation and consideration.

The services of a school doctor are available to the school as prescribed by the state law.

Our athletic department provides a well–rounded program of sports activities. The major competitive sports are football, basketball, baseball, track, and golf. The sports events, especially basketball, are well attended and supported by the community. They play a major role in Hinsdale's "culture."

The athletic programs have been instrumental in helping the disadvantaged. A few years ago blazers were purchased for the team members and cheerleaders. This helped to develop pride in personal appearance and to improve the pupils' self image.

The athletic department also pays for an annual trip to a St. Bonaventure basketball game in Buffalo. Any pupil who has participated in a major sport or cheerleading is eligible to attend. For some this is their first experience in a large metropolitan area.

Our school services do not end with the formal education of the children. It is not uncommon to have the school and its facilities in use six out of the seven nights of the week. Little League games are held on the playground. Town teams in basketball use the gym and its properties. The PTA sponsors roller–skating every Saturday night for the pupils from the fourth grade on. Parents are welcome to attend and are helpful in maintaining proper control. This is a source of income to the PTA through admission fees and the sale of candy. The PTA, Kindergarten Mothers Club and Boy Scouts all use the school plant for meetings and programs.

The music department presents instrumental and choral programs to which the public is invited. It also sponsors a very active and successful marching band and color guard which has placed the name of Hinsdale before the public. This and other programs mentioned previously has developed a deep pride in the school.

Fund raising projects of the high school classes for their senior trip are held in the school. These classes use the needed equipment for dinners and plays. The staff and faculty contribute their help and support these affairs to make them a financial and social success.

It can honestly be said that Hinsdale Central School is aware of its problems. It is challenged by these problems and is constantly attempting to find new or better ways to control or conquer them. We are progressive in our thinking and in our approach to school. To achieve our wider goals we use the many governmental organizations and the service clubs. Through these we are able to enhance the school program per se.

The Family Court of Cattaraugus County, under the jurisdiction of Judge Page, probates cases concerning young people up to the age of sixteen. Each year there is an average of one hundred seventy-five children who are involved in delinquent activities. These children can be described as delinquent and neglected. Mrs. Marshall Guion, who serves under Judge Page, described the situation in these terms, "Unloving parents and unsupervised discipline are the two outstanding factors that contribute to the delinquency of these children. The two major activities of these children are: (1) breaking and entering, and (2) running away from home. There seems to be a greater percentage of girls than boys, who run away from home.

Of the fifty foster homes in Cattaraugus County, six are in the Hinsdale District. The County Welfare Department has the duty of determining the correct home for these children. A child is placed in a foster home if, in the opinion of the Department, his parents are not able to raise the child to be an efficient citizen in the community. There are two hundred twenty–five children in Cattaraugus County presently in the fifty foster homes. As of the June 30 report, twelve of these two hundred twenty–five children are in foster homes in our district.

The Hinsdale School uses the Buffalo Branch of the Vocational Rehabilitation Service quite extensively. This agency is not geared primarily for the culturally disadvantaged. It is really intended for any child with a physical or mental handicap. As is often the case in the Hinsdale school and its rural environment, these are generally the same children who are culturally disadvantaged.

Under Title V of the National Defense Education Act, which is for guidance, the guidance counselor at Hinsdale has used the limited funds allotted to her in two different ways which have directly aided the culturally disadvantaged segments. When the funds were first available a few years ago, the guidance counselor used the funds to order a completely new set of Occupational Materials File. What material was available at the school previous to this was out–moded and consequently contained information which was unrealistic and of no value to the students. This new material is especially useful to the culturally disadvantaged because it exposes them to types of work of which they might well be unacquainted otherwise.

The second utilization of the funds was, and will be, for added clerical assistance one extra afternoon each week. It may not seem like much, but this will relieve the counselor of some clerical responsibilities and allow more time for individual and group counselling with the culturally disadvantaged. It will also provide time to take students on field trips, which exposes them to otherwise unknown areas; and/or work on government projects for further assistance to these groups.

In the past, Hinsdale has purchased math materials, science equipment, and materials for the foreign language department under the National Defense Education Act. Under this program, the local school must match 50–50 with the state financially for the materials. Unfortunately, the school has not participated in this program in the past two years.

Norman Utecht, director of the Neighborhood Youth Corps in Olean, stated that funds have been allotted for the employment of youth in the Olean area. This program is sponsored by the Office of Economic Opportunity with emphasis placed on breaking the cycle of poverty. There are sixty–one in–school youths and twenty out–of–school youths employed under this program. There are eight youths in the Hinsdale System that were accepted to work in this program. These youths serve in clerical work and maintenance work in the Hinsdale School. Others work in Olean. The income for the Youth Corps members is $1.25 per hour.

The Elementary and Secondary Education Act of 1965 represents the largest single committment by the federal government to further develop "our Nation's most priceless resource"–education. The Hinsdale School has used this program extensively. Under Title I, which provides funds to school districts for special programs designed to meet the needs of such children in attendance areas with high concentrations of low–income families, Hinsdale has provided a free lunch program. Although few children receive free lunches under this program, many families receive extremely reduced rates on the lunches that they purchase. Any family having three or more children, pay the flat rate of $2.50 per week for the lunches. Other families, with less than three children pay $.20 per lunch. There are some exceptions to this according to family financial status.

Also, under Title I, the school has provided a summer school program consisting of reading, math and swimming. The swimming program is executed at the YMCA in Olean. The children are transported by bus to the YMCA. The school was able to purchase many library books for the summer program. Also, with these funds, materials were purchased to be used in the summer school. The salaries of the teachers of the summer school were paid through these funds.

Title I, ESEA, is designed to help improve the quality of instruction in the nation's schools by providing funds to states for school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools. Hinsdale has purchased a vast amount of library books for the elementary and secondary libraries which otherwise could not be afforded. Also, Hinsdale has purchased many supplementary texts for the social studies, science, and language areas.

The Cattaraugus County Health Department has helped our school in many ways. The Department provides free shot clinics periodically for the children of those who cannot readily afford to take the child to a doctor for the shots, as well as for any other parents who wish their child to have the shots. These shots include vaccinations for smallpox, tetanus, diptheria, and whooping cough. Polio immunization is provided by giving the oral vaccine. The Health Department focused its attention on the school this spring when there was a suspected case of tuberculosis. Representatives from the department came to the school and administered the tuberculosis skin test to every student and employee of the school. This is helpful to the disadvantaged again because of the expense saved by a parent that would need to take a child to a doctor for such a test. Also, this would make certain that every child was tested for possible presence of tuberculosis.

This section of the report will deal with all of the non–governmental agencies that help the culturally disadvantaged in our area. We will simply call them "service organizations."

The first service group is the Lions Club of Olean. According to our school nurse, they do more for the needy families in this area than any other service organization. They spend over one thousand dollars per year to provide eye glasses and dental work for the disadvantaged children in the Hinsdale School District.

The Kiwanis Club of Olean also, will give help in these same two areas when they are called upon. The Catholic Charities have given clothing and medical help to some of the Catholic families in the area. Our local P.T.A. entrusts the sum of one hundred dollars annually to the school nurse to be used at her discretion for aiding the needy.

Another contributing service organization is the Salvation Army. They give aid to families who have had fires and also they have been known to help elderly people in the community. In addition, the Salvation Army runs a second–hand store in Olean. This gives the people in the area a chance to buy good used clothing and furniture for nominal fees. The Hinsdale Boy Scout Troop donates one large food basket to a deserving family at Christmastime. The basket usually contains a turkey. This insures that the underprivileged family receives one good middle class meal a year!

The Community Chest has given some help in buying clothes and glasses for culturally deprived families. They also can be called upon in the event of any emergencies, such as fires, drownings, or other accidents. According to one source, the Red Cross has helped the Hinsdale community "very little."

The Hinsdale American Legion Post sponsors a "Poppy Poster" contest each spring. Cash prizes are awarded for the three best posters. Each Memorial Day the Legion presents a parade and a program for the children. Several of the area children are allowed to participate in these events. The Legion also distributes food baskets at Christmastime.

Besides providing the community with fire protection, our local volunteer fire department offers a few supplementary services. At Halloween, it sponsors a parade and a party for the children. During the Christmas season, food baskets are distributed to ten deprived families in the community.

Hinsdale is visited weekly by the Southern Tier Traveling Library known as the Bookmobile. This gives the entire families in the area a wider selection of reading materials. The free service continues during the periods when the school library is closed. A Bookmobile library card entitles anyone to all the privileges at the Olean Public Library.

The 1959 members of the Hinsdale National Honor Society began a Scholarship–Loan Fund. It took until June, 1965, to get a sizable, sufficient amount so that a scholarship could be given. Now, the Society gives two scholarships of $250 annually. There is a great attempt made to put in a minimum of $500 yearly to keep the balance up. This, of course, is not always easy to do because Hinsdale is not an industrial community. There is a committee of community and school representatives who select the recipients. The major criterion is need on the part of the student.

Finally, the Faculty Discretionary Fund is a service that is unique to our school. Our guidance counselor requested the Faculty Association to consider establishing this fund about four years ago. Its primary purpose is to enable some students to participate in some social activities of which they would otherwise be deprived. Any teacher is free to request funds for a student, but one–half of the cost must be taken care of by the student himself. We have used the money so far, among other things, to aid students in going on field trips, to attend the Junior–Senior Banquets, to go on the Senior Trip, or to buy patterns or materials for a homemaking class project. The student is told only that there is a fund from which money is available. In this way, we do not make them feel it is a handout, nor that they are obligated to any one personally. Names of students who use the fund are known only to the guidance counselor and whoever made the request as originally agreed upon by the faculty. All teachers in grades kindergarten through twelfth may request funds for a student.

As had been shown by the survey, Hinsdale is doing a tremendous amount of work in helping the culturally disadvantaged. There have been few stones left unturned. But, we shall now consider resources that remain unused.

One important resource that we seem to overlook is the people in our own community who are experts in their field. For example, the postmaster might come to school and talk to the class about the post office and its function the day before they visit the post office. This would develop a better understanding of the post office and make the field trip even more meaningful. This can also be done with the fire chief, dairyman, town historian, and leaders of local businesses. Some people in the community and school have travelled extensively. They have many excellent slides of the areas they have visited. These people are often more than happy to visit the school and show the slides to the children. Of course, it is understood that any of these activities should have a specific purpose.

Each year teachers submit a list of proposed field trips to be approved by the board of education. Most of the field trips considered are outside the Hinsdale–Olean area. There are numerous places within this area that have not been visited by the children. In considering field trips for our classes, we should keep in mind the local points of interest. Examples could be: the Olean Airport, Sugar Bush, Brown's potato farm, and science trips through fields to study plant and insect life. Or social studies trips to recognize physical geographic features.

Concerning the field trips to local points of interest mentioned earlier, we might suggest an investigation to determine possibilities available. It is desirable to discover points of interest that many may not have considered important to visit.

The weakest area in our school is home–school relations. Parents need to be educated to the structure and function of our curriculum. The teachers do have conferences and the parents are encouraged to visit the school at any time to observe a class, but the parents who take advantage of this are the parents of the middle class children. Something must be done to encourage the parents of the culturally disadvantaged to be interested in the school and what it is trying to do to help his child. These parents must be made to feel wanted as visitors to the school. They also must be assured of the fact that they are welcome to speak with the teachers about the child.

No definite suggestions can be made at this time, but we feel that this problem should be investigated fully and some plan of action formulated and carried out.

Our survey has opened our eyes and increased our knowledge and understanding of the extent of the disadvantaged families in Hinsdale. We recognized that we needed to know more about these families to understand their way of life.

We have collected data and summarized the services of the school, the governmental agencies, and the service groups in the area. Through these summaries we have pinpointed what can be done to fight the war against poverty in our district.

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SURVEY OF PROGRAMS FOR THE DISADVANTAGED IN THE DUNKIRK PUBLIC SCHOOL SYSTEM

Alice Jonus*

Teachers, because of the very nature of their profession are, or should be, interested in contributing to the growth of every child with whom they come in contact. This would indicate that each teacher will be influential to varying degrees, depending on the situation in which contact with the child is made. In recent months, voices from highly respected educators have asked us to take a longer, broader look at education to see that it goes beyond the classroom into the very home itself. It is this more recent view which will concern us here as it is an important opinion shared by educators and others who are concerned with the children in Dunkirk.

Dunkirk is a small city. It suffered greatly from the depression of the 1930's and one feels, to this day, that the city has never fully recovered from that traumatic experience. Dunkirk is divided into wards, which reflect ethnic backgrounds. One ward is predominantly Polish, another is Italian, another poor white and Puerto Rican, yet another includes those from the middle class and upper economic strata.

The city is gradually coming face to face with several problems which are a result of a changing society. Dunkirk is now confronted with the impact of the migration of Negro and Puerto Rican families in recent years. All of the resources at hand are of primary importance, not the least of these being the public school system.

Why are these people unable to improve conditions for themselves? Perhaps by looking at one family in particular we may better understand their plight. Albert arrived in first grade a Negro, overaged, oversized, belligerent. He was extremely clean, careful of his few possessions, and polite to the teacher when spoken to. He had no friends among his peers as he was too rough and aggressive. He was obviously not ready for what we would call a "normal classroom situation." Routine school investigative procedures shed some light upon his background: 1) he had attended three other schools in and out of the state; 2) his father was in jail for burglary; 3) his older brother was on parole for having committed numerous traffic offenses; 4) one sister lived at home with an illegitimate child; 5) another married sister lived at home with her husband and two children; 6) there were five other siblings; 7) the mother worked as a cleaning lady but not regularly. The whole brood was on relief, in the hands of welfare in one way or another. They lived in a shabby flat that boasted no yard, grass, flowers or anything at all to make it attractive. Is it no wonder that the middle class virtues extolled by our more privileged youngsters had no real meaning for Albert?

Shocked, we might ask if nothing is being done to help Albert, his family, and others like them. The answer would be yes. Largely due to federal and state aid, some assistance is filtering down to the disadvantaged families. There are agencies that give medical aid, welfare contributes to their housing and clothing expenses, other agencies help with legal aid and employment opportunities. Perhaps the agency which exerts the most influence and is in the best position to act as a catalyst in this whole program is the public school system. Until recently the schools did not have a particular objective in helping the disadvantaged children. In fact, they overlooked the fact that there were any, perhaps in the misguided belief that if the Puerto Ricans and Negroes were somehow ignored, they might also somehow disappear. A more realistic attitude now prevails which indicates progress in this field is imminent.

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Three programs are now underway which are subsidized by federal and state funds. One is the Project Head Start which is designed to help pre–school children develop a readiness for kindergarten. School registrations and relief roles helped the project personnel to find those children who would qualify for this program. Most of the children who were registered were either Negro or Puerto Rican. A few were from poor white families. The teachers who worked with the children were selected on the basis of background, training and interest. The entire team established a fine rapport among themselves and most importantly with the children. A crash program was planned, designed to familiarize the children with places, objects and people with whom they had had no experience. This was the reason behind the many field trips to such places as the fire hall, library, farm, post office, and the like. Stories were read to the children and books were made available for perusal. Lunch was served each day which accomplished two purposes: First, it insured a good meal which would contribute toward an adequate diet, and secondly, it provided practice for an important social experience. Of course, other fine aspects of the program were the medical attention given the children, remedial assistance such as eye treatment, speech correction, and projects that reached out to the families of these youngsters. "Graduates" of this program were anxious to enter kindergarten and gained many positive advantages from being taken from poor home situations to one handled and planned by a professional educational team. Locally it is hoped that the project will ultimately become part of a permanent nursery school program, not graded in the sense of the 3 R's, but rather geared to the social adjustment needs of the pre–school children from various environments. It was noted in some other city programs that advantaged children gained as much from contact with the disadvantaged as the latter did from seeing how others live under better conditions.

Another highly effective program is adult oriented with funds available from the Office of Economic Opportunity. The teachers in this phase were working mainly with Negro and Puerto Rican adults. As would be expected, there was the language barrier to overcome as well as establishing a basic understanding of the school's goals and objectives regarding the students. Much new material was needed as it is a delicate task to teach unlettered adults to read and write. The success of the program is a tribute to the efforts of the teachers and students. Success in terms of actual achievement was fantastic. In terms of the total number of adults in Dunkirk who could qualify for the program, actually only a handful took advantage of the opportunity. However, the response of these few has generated such interest that projected enrollment figures for the fall term are much larger.

The third program is in its first summer in Dunkirk and no reports or evaluation data are yet available. Children in grades kindergarten through four were admitted with only ten children in each class.

It was restricted mainly to problem children who badly needed exposure to a positive social environment. It was noted that due to the late date at which funds were made available, it was not possible to be very selective in securing the necessary personnel. Here again, emphasis was on social experience as indicated by the many field trips, lunches, and other activities designed to educate the child in the ways of acceptable social behavior.

The three programs mentioned, while largely staffed by local school personnel, were not financed locally. And they merely reflect a national trend. It is the local school system, within its own structure, which must also reflect growth and appreciation for the changing urban scene. From the vantage point of a teacher within the system it might be said that this growth and appreciation are too slow in coming.

But the picture is not entirely negative as a result of the new development created by the federal programs. Thus it is possible, within the individual classroom, to develop new and better methods and techniques in dealing with underprivileged children. We do extend the readiness period, though not with official sanction. We use many visual aids, mostly teacher--made, such as attractive pictures and posters, which encourage discussion and comment. We use experience charts often as a language arts aid and attractive books and magazines are important equipment. Often the approach to reading is via the tape recorder, overhead projector, opaque projector, role playing, puppet shows and the like, rather than the traditional Dick and Jane. An important corollary are the field trips which give actual experiences and produce understanding for otherwise vague concepts. We employ local people, informally, as advisors and special aides. The student teachers who are assigned by the college are as much benefit to the teacher as the learning situation is to them. They give the needed hands for individualized teaching and attention.

The culturally disadvantaged children face problems at the junior high and senior high school level that seem almost insurmountable. It first appeared to this writer that there were absolutely no special provisions being made for them. However, it would seem that a few people are genuinely interested in correcting this situation but their voices are small. The junior high will begin a track system in the fall and several teachers involved with this plan expect to experiment informally within their own subject areas. The local board has joined BOCES (Board of Cooperative Educational Services) which will help to bring about some major changes in vocational training which the city could not afford to initiate on its own. It has been noted in all of the major studies that cooperation by many agencies, or pooling of efforts, creates programs that are much more successful than small individual efforts.

Outside of the public school system but certainly endorsed and commended by it is a private educational organization known as the Boorady Reading Center. Having its start as a modest effort at remedial reading, it has grown, again with federal aid under OEO, into a vital center of compensatory education. Children are welcomed from all the city schools on the basis of need. It is organized on a tutorial basis and has expanded beyond reading into other subject content areas. Another indication of effort toward fine instruction is the employment of qualified and trained personnel. Everyone connected with this group is dedicated toward this end.

In summarizing the efforts of the Dunkirk Public Schools in aiding the culturally disadvantaged, we have noted that it goes beyond a simple curriculum change within school hours. It is becoming an effort of many agencies, some locally sponsored, others state and federally subsidized. The programs are all in initial stages and coordination under one unifying administration has not yet been achieved. But there must always be a beginning, and those programs now initiated show great promise toward achieving their broad objectives.

In preparing this paper, I was privileged to visit with several of the people in Dunkirk who are working with zeal and dedication to help the underprivileged citizens of Dunkirk. Of course, there are many more than I shall note here, but my main concern was with children at the primary level. Therefore, my inquiries were quite narrowly restricted.

I would like to thank the following people who so graciously made information available to me:

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Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

A PROPOSAL FOR THE PARENTS' INSTITUTE FOR THE CULTURALLY DEPRIVED IN THE ROGERS SCHOOL AREA OF THE JAMESTOWN PUBLIC SCHOOL SYSTEM

David Mathew Peterson*

The R. R. Rogers Elementary School in Jamestown was constructed in 1909. It has been used as a junior high school and is currently being used as an elementary school with four classrooms designated for special classes. There are twenty–six teachers and about 620 pupils enrolled in grades kindergarten through six. The location of the school is 29 Sherman Street. This neighborhood is in an industrial section of Jamestown. Within a four block area of the school there are several major industries. The Crescent Tool Company and Watson Manufacturing Company are two of the major industries in this area.

The people in the neighborhood include those of Italian, Puerto Rican, and Anglo–Saxon backgrounds. The neighborhood has changed and is continuing to change. An example of this is seen in the gradual exodus of the Swedish families to other sections of Jamestown and the beginnings of an influx of some of the city's Negro population. To say that because these certain groups have moved into this neighborhood is not condemning these people; it is to point out the fact that the neighborhood is in a state of flux. All of these conditions have attracted the lower income families to a point now where it is felt that about twenty to thirty per cent of our school population falls into the so–called culturally disadvantaged classification.

My proposal, essentially, is to give not only the pupils of this area a quality education, but also to implement this with an auxiliary education for the parents. This effort would take place in the Rogers School building one night a week and consist of possibly two class hours. The first would be of a structured nature such as basic English, local government, leadership, reading, sex education, the American family, and basic geography. These classes would form the most important part of the institute in that they would try to give the parents knowledge and useful information that would, in turn, enhance their own lives culturally and vocationally.

The basic English class could devote time to handwriting, letter writing, job application forms, tax forms, and other instances in which a person would be required to use English in a written form. A suggested text for this class is *English for Adults* published by Holt, Rinehart and Winston.

A reading class would be centered around individual instruction and encourage each person to continue from whatever point they are at. Suggested books for outside reading are *What Is a Machine* published by Benefic Press and *Measure Cut and Sew* published by Holt, Rinehart, and Winston. It is hoped that the library could be used in connection with this class as well as the other classes.

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Local government classes would show the students the function of government at all levels and, more importantly, the function of the public in each of these levels. The leadership class would include basic ideas on parliamentary procedure, panel discussion, public speaking, and leadership qualities. The sex education class would attempt to give the parents of the Rogers district a wholesome attitude toward sex. The American family class would attempt to teach the parents the value of the family unit as such. Much of the economic and moral breakdown stems from a lack of family living which tends to give real meaning to life.

The basic geography class would try to give a survey of some of the main ideas in geography and possibly be used later as a prerequisite for some further study in this area. A suggested text for this course is *Introduction to Geography* by Saul Israel, published by the Holt, Rinehart and Winston Company.

These classes would probably have to be adapted once the institute was a reality. Because of enrollment or lack of teachers, it is expected that not all of these classes could be offered.

Other books which might be helpful in this work are *Science* by John H. Pomeroy, *Principles of Geography* by Saul Israel, and *Get Your Money's Worth.* All of the above are published by Holt, Rinehart, and Winston.

The second class hour would be more of an informal nature such as having the fathers use the gym facilities. The mothers could sew or just be together to talk over mutual problems. These sessions would run from 7 to 9 P.M. with a nursery provided by sixth grade girls so that the parents would feel free to come and participate. It is my feeling that the teaching staff would be provided by volunteer elementary teachers who feel the need for this type of program.

Possibly, to implement this program, various performing groups could be brought in to give performances. Nearby colleges and Chautauqua Institution might want to participate in this way. It is felt that these parents have little contact with any direct sources of fine arts, and economic conditions will not permit these adults to attend a place such as Chautauqua for a concert.

Other resource people from the community could and should be utilized. Candidates for local government, fire chief, police chief, medical doctors, mayor, and members of the city council would be valuable speakers to this particular group.

In this connection, these speakers, performers, and films may be utilized in the S. G. Love School since the same basic need exists there. A small circuit plan could be formed, that is, having the speaker at one of the schools and then traveling to the other for a later meeting. A possible development and expansion of the "circuit" idea has the approval of Mr. Roger Gilbert, principal of the S. G. Love School.

The philosophy behind this paper is that parents are the children's first teachers, and, being in this powerful position, they are giving the direction for life, or lack of it, to their children. It is this thought that has caused many depressed areas to turn to a parent education program. In 1964, 10,000 parents in Cincinnati participated in a parent study–discussion program. In San Diego, parents of children in low income areas are encouraged to enroll in the Department of Adult Education classes. Pittsburgh has provided an adult education phase in their compensatory education endeavor. In Cleveland an adult education center opened at Addison Junior High School in January, 1962. The Addison School offers instruction in homemaking skills, building and household maintenance, and home nursing as well as basic elementary education. The value to the area residents of an adult education program is demonstrated by the mother of six children who, after several weeks in a beginning elementary education class, remarked proudly, "When I voted yesterday, I wrote my name for the first time."

The worth of this type of program is apparent, and it is the writer's hope that this paper may be used as a tool to start others to think about the value of a parent education program within the neighborhood school.

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INNOVATIONS TO AID CULTURALLY DEPRIVED CHILDREN IN THE PRIMARY GRADES AT THE SAMUEL G. LOVE SCHOOL

JAMESTOWN, NEW YORK

Roger M. Gilbert*

The Samuel G. Love School, built in 1927, is located in the oldest section of the city of Jamestown. The school, with twenty–five classrooms and a staff of thirty–five, has a student population of nearly six hundred. The school district cuts across the low socio–economic area of the city. Low rent housing units within the district attract families from the lower socio–economic level. Thus, many of the children come from limited home backgrounds where the families are on welfare or are in the lowest income bracket. The rate of mobility among these people is high. Last year, seventy–five new primary grade children entered the school during the first four months. There is some migration from the southern states such as Mississippi, Alabama, and Arkansas. However, sixty per cent of our new families previously resided in rural Chautauqua County or rural regions in neighboring Pennsylvania. One–fifth of ou student population is Negro. Poverty, pressing family problems, differing moral values, negative attitudes and indifference tend to create learning, adjustment problems in school.

In an effort to improve the educational experiences and opportunities for children from culturally disadvantaged homes, Project ABLE was established in the fall of 1965 after six months of planning. The program was initiated by Robert K. Howe, Assistant Superintendent for Jamestown Public Schools. The project is supervised by the Bureau of Guidance, New York State Education Department. The state and our local district share project cost on a matching basis.

Project ABLE was created with the premise that culturally deprived children need more personal attention, more enrichment, more motivation, and longer periods of reinforcement of learnings if they are to achieve their full potential. To provide for these special individual needs, we set up an organizational pattern establishing a three year ungraded primary program which takes three years to ready children for beginning a regular third grade. Eighteen kindergarten children were selected to enter the project program as a result of analyzing scores on the Metropolitan Readiness Test. Two members of our social service department visited the homes of these children securing parental understanding and cooperation for the program.

During our first year of operation, we had one ungraded classroom and three regular sections of the first grade. This fall we will have two ungraded classrooms and the following year we will add a third ungraded room. Through this organizational plan, which reduces the range of abilities in the various rooms, we hope that the boys and girls in the regular grades will have more teacher time and planning directed toward the work they are able to do.

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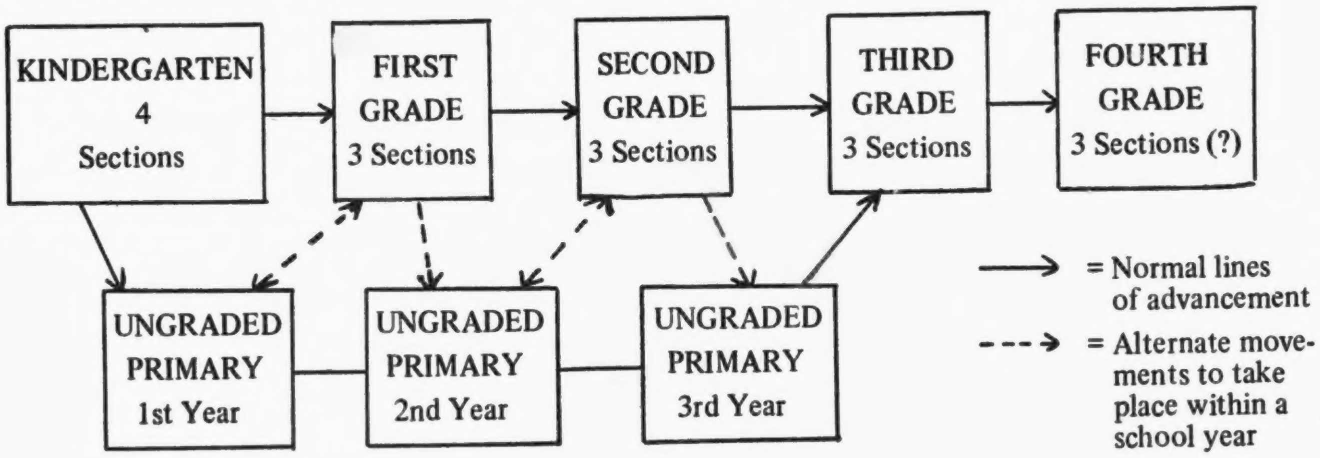
We wish to maintain complete flexibility in pupil placement. The flow chart below indicates pupil movement which may be executed:


KINDERGARTEN 4 Sections
FIRST GRADE 3 Sections
SECOND GRADE 3 Sections
THIRD GRADE 3 Sections
FOURTH GRADE 3 Sections (?)
UNGRADED PRIMARY 1st Year
UNGRADED PRIMARY 2nd Year
UNGRADED PRIMARY 3rd Year
= Normal lines of advancement
= Alternate movements to take place within a school year

Classroom size in the ungraded room is limited to eighteen children and a teacher aide is employed for three hours per day. Our aide, who is a parent without teacher training preparation, works with individuals and small groups of boys and girls reinforcing the teachings of the master teacher. The room is equipped as a learning laboratory with reliance upon unit learning through pupil activity. As much use as possible is made of audio–visual materials. The program is designed to give the children the tools and the will to be successful.

This past year, $2,216.06 was spent for the project or an average per pupil cost of $123.11. This fall our project will enroll approximately thirty–six children and we have estimated our total project expenditure as $4,500.

The following statements are proposed as the 1966–67 goals for Project ABLE. These goals will be presented to the two project teachers and the "down town administrative staff" for their consideration this fall.

1. To provide each child with a sound basis on which to develop reading competency, number concepts and computational skills.
2. To improve each child's self concept.
3. To provide cultural enrichment activities.
4. To maintain friendly relations and strengthen contacts among parents and teachers.
5. To establish more effective approaches among staff members in dealing with the culturally deprived.
6. To enlist and integrate the aid of community members and community agencies in helping the deprived.

The bulk of this paper is concerned with an elaboration of the goals of Project ABLE and specific suggestions and proposals for implementing these goals.

Goal No. 1: *To provide each child with a sound basis on which to develop reading competency, number concepts and computational skills.* Project ABLE began last fall by stressing readiness work and paying particular attention to student motivation. Many of the same curriculum materials as found in our regular first grade program were used. Gradually, we began to investigate special materials designed for the culturally deprived. A Reading Readiness Kit prepared by Ginn Company and a Peabody Language Development Kit produced by American Guidance Service, Inc., were purchased. The language kit contains 180 prepared lessons augmented by tapes, picture cards and hand puppets to stimulate oral language development. Purchased for use this fall are linguistic reading materials edited by Catherine Stearns. The following proposals are suggested to help each child gain academic success:

1. Involve the children in learnings which make use of motor responses. Deprived children are interested in action, and will, with the use of motor responses, stay at a learning activity for a longer period of time than if only the verbal process is used.

2. Select materials from the vast store of modern teaching aids such as demonstration kits, games and puzzles which would have special appeal to the children with a more concrete, "thing–oriented" pattern of learning and would strongly activate their thoughts and imagination.

3. Give careful attention to the selection of textbooks which contain stories and materials with which our children are familiar and can actually identify. Such readers can help the children better understand the world in which they live with its interracial and interethnic qualities. These books should attempt to take the best in the deprived child's experiences and provide a background on which to build knowledge and skills necessary to help him guide his own future and select his own values and goals in life.

4. Build respect for the disadvantaged child and his family. The key to respecting them is to know the positive qualities and the strengths that they possess. Among these positive characteristics are: cooperativeness and mutual aid, informality and humor, lessened sibling rivalry, freedom from self blame, the traditional outlook, enjoyment of music, games and sports, and the security found in the extended family.

Goal No. 2: *To improve each child's concept of self.* Self concept is defined as "the organization of qualities that the individual attributes to himself." A person's self concept changes with each situation in which the individual finds himself. Crow, Murray, and Smythe, authors of *Educating the Culturally Disadvantaged Child,* list four factors involved in the formation of a person's self concept: l) the child's unique biological structure, 2) his gradual accumulation of experience, 3) his relationship with parents or guardian, and, 4) his perception of success or failure. Many disadvantaged children are deprived of the positive factors within these four categories which are necessary for a wholesome concept of the self. Biological structure–the child who is poorly clothed, unable to secure necessary remedial health treatments, and perhaps physically dirty–may be repulsed by other children thus suffer a blow to his ego and a lowering of his self concept. Accumulation of experiences–a deprived home presents limited experiences and thus tends to limit a child's self concept. Relationship with parents–too many parents of the deprived lack time or patience to offer their children encouragement or praise. Perception of success or failure–the child who does not meet some success in life will soon believe he is a failure and cease trying.

Implications for the classroom are: 1) every child needs some degree of success in school. Our culture expects us to excel and compete with others. If success is not forthcoming in reading, arithmetic, art, music, physical education or some other socially acceptable activity, we can expect him to try to excel in other ways, perhaps socially unacceptable ways; 2) a child's school program should be so designed that while challenging it gives satisfaction and a personal fulfillment coming from a sense of accomplishment; 3) we must be very careful not to label or classify students. We should try to anticipate the consequences to the student's self image by our actions as teachers. If a student is considered a troublemaker by the teacher and the class, this will probably be the child's self image and his behavior will reflect the expectations of his associates. In other words, we teachers need to try to see the school situation as children see it. Research indicates that there is a significant and positive correlation between a child's self concept and his academic performance. Research also indicates that self concept is positively correlated with the estimate that the child believes other people close to him, (parents, teachers, and peers), hold of him. The students conception of his academic ability largely determines, within the broad confines of his native ability, academic performance and school behavior.

Listed below are specific suggestions for improving self concept:

1. Use audio visual materials–tape recorders, 35mm projectors, movie cameras–to record classroom happenings and special events;
2. Prepare booklets such as "My Life." A photograph of each child might begin the booklet followed by a self portrait. Other suggestions for drawings by the children include: "My Home," "My Family," "I like – –," "I don't like – –," "This Makes Me Happy," "This Makes Me Sad," "This is What I Saw on the Way to School," and "This is What I Want to be;"
3. Establish a grooming corner in the classroom;
4. Elect a citizen of the week;
5. Read stories about famous people who are members of racial minorities or ethnic groups, and
6. Display classroom work on hallway bulletin board.

Goal No. 3: *To provide cultural enrichment activities.* Often a home situation, which is the result of low socio–economic conditions results in a child who does not bring the experiences and background upon entering school which are necessary for subsequent learnings. This past year ten field trips were provided for developing motivation and understandings in our project children. Trips were made to: 1) gas station, 2) toy store, 3) police station, 4) post office, 5) grocery store, 6) super market, 7) bakery, 8) library, 9) farm, and, 10) zoo. The trips provided the first hand experiences that many of the children lacked.

Our school has an advantage over many schools in being within walking distance of many places of interest in our community. The type of field trip which can be taken in our immediate neighborhood will always be most valuable. There is also a definite need for carefully planned field trips to places of interest within our area which would require bus transportation. Our project application for 1966–67 requests $400.00 for special travel of students. Among the possibilities for field trips in our area are: Jamestown Municipal Airport, Jamestown Electric Plant, Fenton Historical Mansion, Bentley and Riverside Bird Sanctuaries, State University College at Fredonia–musical events, plays, and art show–, County Courthouse, Erie Zoo, Dairy Farm, Area Industries, such as Automatic Voting Machine, Welch Company, and Dairylea Milk Plant, Kinzua Dam, Allegany State Park Museum, and, Christmas and Easter flower shows at our local greenhouses.

Since field trips will become more commonplace and we wish to select only the most worthwhile, the proposal is made that a field trip card file guide be established by our teachers. A brief report would be filed by each teacher upon completing a field trip and this information would be made available to all teachers who wish to plan a field trip. The card might include the following information: 1) field trip to – –, 2) age group which would profit by visit – –, 3) name, title and telephone number of person to contact – –, 4) time required for tour, 5) day and hour most suitable for visit – –, 6) number of persons who can be accommodated – –, 7) special instructions and cautions – –.

Ordinary people who live in our area are another valuable instructional resource. Many of these community people, well informed and very interesting, are glad to visit the schools. They provide valuable first hand information and allow the children to practice such social skills as extending invitations, acting as host or hostess, and making introductions. Among the possibilities for visitors to the classroom are: 1) fireman, 2) policeman, 3) local government officials, 4) weatherman, 5) airplane pilot, and 6) visitors from other countries. The parents of the children may also be used as resource people. Perhaps there is a mother who is skilled in a hobby craft or a father who has an unusual, interesting occupation. The direct personal contact of these resource people with the children enable the children to learn practical applications of things they have read.

Goal No. 4: *To maintain friendly relations and strengthen contacts among teachers and parents.* In the Jamestown Public Schools all parents of primary grade children are invited to participate in two parent–teacher conferences at their child's school. Children are dismissed one–half hour early per week to allow parents and teachers to confer. The following proposals for altering conferences and improving home–school relationships are suggested:

1. Schedule a Coffee Hour for all project parents at the first conference dismissal time in the fall. At this session the goals will be explained and parental understanding, cooperation and enthusiasm for the project will be sought;

2. Hold an evening meeting for fathers and mothers during the winter months. An attempt would be made to involve the parents in an informal, two–way, give and take session. An outside speaker could be used or a film presentation of project related topics could pave the way for discussion. The entire family should be invited and supervised recreational activities for the children should be provided in the school gymnasium.

3. Replace one parent–teacher conference held at school with a friendly, "non–trouble" home visit by the teacher. The teacher can see parents and children in the home environment and observe interaction among family members. By knowing home conditions the teacher will better know the child.

4. Send to the home materials necessary for "school work"–pencils, paper, paste and scissors. Encourage parents to set aside a place for their children to work. Urge them to establish a work time when radio and T.V. are turned off and they read to their children or listen to their children read.

Goal No. 5: *To establish more effective approaches among the staff members in dealing with the culturally deprived.* Teaching the underprivileged is a complex task, a challenge to the individual. Teachers of the deprived may face the bored, the sullen, the defiant, and the troubled child whose school life is complicated by the effects of poverty, the breakdown of family relationships, and racial and ethnic restrictions. To aid the teacher in the most difficult task of effective teaching, the following concepts are presented:

1. Establish regular meeting times in which the educational implications of deprivation are explored by project teachers and those interested in the disadvantaged. Provide time in these meetings for an exchange of creative ideas, new techniques, and new materials.

2. Make time available for observational trips to other schools teaching the disadvantaged. (Last year, six members of our staff traveled to Rochester to observe their Project ABLE. Our project application for 1966–67 includes $300.00 for travel of staff.

3. Send project teachers to workshop on the culturally deprived held annually in the early spring at Albany.

4. Encourage teacher to attend summer institutes on the culturally deprived. Investigate possibilities of securing financial remuneration for attendance at these summer sessions.

5. Since teachers of the disadvantaged often encounter obstacles to classroom progress and barriers to pupil achievement for which they are not prepared or trained, a school psychologist should be assigned to our school two days per week to hold counseling sessions for the boys and girls, and to assist teachers in understanding the learning and adjustment problems of their students. (Presently, our school psychologist is assigned to our building one–half day every two weeks.)

Goal No. 6: *To enlist and integrate the aid of community members and community agencies.* The public schools must turn to their communities for support in their attempt to weaken the impact of deprivation upon their pupils. The effort must be a concerted one with coordination. Already various community agencies are helping us in the effort. The Girls Club, Boys Club and Y.M.C.A. provide free club memberships and summer camperships to deserving students. The Lions Club furnishes glasses to needy children. The Lutheran Church maintains a playground for neighborhood children. The Salvation Army staffs an after–school crafts and painting class. Our P.T.A. allocates $40.00 to be used as an "emergency fund" to help our students. Our local Jamestown Teachers' Association gives hearty encouragement and healthy financial support to the Happiness Fund which presents toys and clothing to children at Christmastime. Our school has a close, productive working relationship with the Jamestown City Welfare Department

To extend the impact of community aid, the following ideas are presented:

1. Contact the national headquarters of the Big Brothers Organization for information concerning their group. The club operates on a one–to–one, man–to–boy basis. If a study of the information reveals the desirability of forming a chapter in Jamestown, approach local service clubs such as the Optimists or the Kiwanis Clubs and secure their sponsorship of the project.

2. Contact local churches seeking women members who would be willing to give one–half hour per week in helping our students. These women would take one, two or three children from a classroom into a school hallway and listen to them read. An orientation program for all women participants chaired by our reading consultant, Miss D'Angelo, would be advisable to explain to the women what is to be done.

This paper has presented proposals and suggestions to meet the educational needs of culturally deprived children in the primary grades at the Samuel G. Love School. We concerned ourselves with the young child because we believe a program for the deprived should be implemented before and not after children have failed. Gains have been made, we hope to make further advancements during the coming school year.

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A PERFORMING ARTS PROGRAM
FOR THE CULTURALLY DISADVANTAGED
OF THE PINE VALLEY SCHOOL DISTRICT

Douglas Allen*

To say that Pine Valley is a rural school is not enough. Pine Valley, as a school, is lucky enough to have some of the friendliest and most responsible students that any school could want. The students are just average kids. Only a very small number of the students winds up in the special class. About half of the students go to college. Usually they go to smaller colleges and especially to state colleges. PVCS students tend to avoid the so–called big name schools because they just don't have the cultural background to try one.

Students reflect the cultural background of an economically depressed rural area. Our Title I, ESEA project gives the following profile:

> "A significant group of pupils in the Pine Valley Central School area comes from homes of lower economic status (South Dayton Elementary School–17%, Cherry Creek Elementary School–33%, and Pine Valley Junior–Senior High School–26%). Pupils from these homes experience difficulty in developing learning skills for many reasons, one of the most important being the lack of tangible and intangible reading experiences in their environment. As stated in Section 201, Public Law 80–10, areas of high concentration of children from low–income families have a distinct negative effect in the ability of the local educational agency to provide and support adequate educational progress.
>
> The low economic statuses of the parents have contributed not only to cultural disadvantages but also to the educational disadvantage of their, and other, children living within the district. In addition, the location of the rural attendance area has contributed to a *cultural isolation*, thereby inhibiting participation in supplemental educational and cultural resources which are available in the more urban attendance areas."

Cultural isolation can be illustrated as follows:

> There are no movie theaters within the school district. The nearest commercial movie theater is at least one half hour's drive to a neighboring town or city. Although the cultural center of Chautauqua Institution is within the county, it is in another world mainly because it operates only during the summertime so that very few PVCS students even know it exists. In the city of Buffalo there are at least three great centers of culture. They are: Albright–Knox Art Gallery, Kleinhans Music Hall and the Studio Arena Theater. All of these institutions in the past year have had special programs for the disadvantaged children of the slum areas. We believe that it is time for rural schools to come up with similar programs of their own or take part in existing programs of institutions that are nearby.

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Closer to us is the State University College at Fredonia which offers a very fine cultural program.

In the last year or so many schools around this state have begun to develop programs in the humanities and the performing arts. While we were at Lincoln Center this summer, we heard several reports on some of the more successful of these programs. Many of the schools were from the city slum areas where they were able to use their Title I, ESEA funds to bus their children to professional theaters to see productions of everything from *Alice in Wonderland* to the Metropolitan Opera, to Leonard Bernstein and the New York Philharmonic Orchestra at Lincoln Center. Many of the more rural schools are taking advantage of the Saratoga Performing Arts Center which offers an excellent program during the summer for young people. Some of the more remote areas are taking advantage of traveling groups that are sent out by the Lincoln Center and several universities in the state.

What we propose is to adopt these programs for use at Pine Valley which is too far from the Lincoln Center to use it to any great extent. Our scheme is simple. Set aside one school night each week during the school year. Then reserve the school's auditorium after school until 10:00 P.M. Hire one coordinator whose job it would be to develop a varied cultural program involving the school facilities.

The objectives for the program are many. Our first goal would be to expose the people of this school district, students and parents alike, to new cultural experiences. This is the main reason that we feel so strongly about bringing groups into the district the first year. Later it may be more important to bus the students out to see professional productions in the atmosphere that they were created for. Our second and long–range goal is to introduce the students of PVCS to the various performing arts centers around Western New York and beyond. Thirdly, this program will serve to enrich the reading program that has already begun under the Title I, ESEA program by encouraging the students, who take part in this program, to read books that are not included in the present curriculum. Fourth, this program should stimulate the student into realizing his potentialities and expression through performance (writing, speaking, discussion, painting, or composing). Finally, this program is intended to prove that culture can be fun and an exciting experience.

There are many ways that this program could be conducted. The following is a sample outline for forty programs for one school year:

I Music: Ten Weeks

- A. Lecture – Demonstrations using guest artists and speakers on the various instruments of the orchestra.
- B. Lecture – Demonstrations on opera
- C. Lecture – Demonstrations on ballet
- D. Highlighted by a full performance of the State University College at Fredonia Symphony Orchestra or similar group that would open to the general public.

II Drama: Five Weeks

- A. Lecture – history and background featuring Dr. Irvine Smith

B. Lecture – technical theater and design featuring Mr. Philip Hendren

C. Lecture – Demonstration on acting and directing, Dr. Smith

D. Lecture – Demonstration on oral interpretation as a dramatic form, Miss Alice Bartlett.

E. Full production of *Beauty and the Beast* by the Mummers of State University College at Fredonia Children's Theater which is especially good for mentally retarded elementary children and adults.

III Films: Ten Weeks

A. American films – example: *David and Lisa*

B. International films – example: *The Goldfish*

C. Each week a qualified critic will lead a discussion of the films.

IV Literature: Six Weeks

A. Classical and contemporary books and novels that would both interest the students and enrich their reading habits.

B. Each week an expert, who is also an excellent speaker, would lead the discussion on the books.

C. Examples:

1. *The Lord of the Flies* – William Golding
2. *The Catcher in the Rye* – J. D. Salinger
3. *Death of the Salesman* – Arthur Miller
4. *J. B.* – Archibald Macleish
5. *Stride Forward Freedom* –Martin Luther King
6. *1984* – George Orwell

V Etiquette: Four Weeks

A. Here is a chance to experiment with an area of learning that is ignored by the rest of the curriculum of the school.

B. Lecture – discussions using parts from Emily Post.

C. American Airlines Personnel – discuss etiquette of traveling.

D. Bell Telephone – demonstration of telephone ethics.

E. A restaurant maitre d' - describe restaurant manners today.

VI Art: Five Weeks

A. Art history – European, American, etc.

B. Art forms – printing, photography, etc.

C. This, too, is a wide open field as there are many well qualified lecturer–artists available from the various colleges in this area.

As you can see, there are many possibilities for an exciting year–round program. The most vital role will be played by the coordinator. The coordinator will have to be on the road quite a bit. He should spend his summers contacting people and groups. He should regularly attend performances in as many performing arts centers as possible. As often as possible, he should preview the groups and then arrange his lesson plans to fit in the groups to the program at PVCA. The coordinator must keep in mind the low interest of his students and the school and try to arrange his programs to suit their needs. He may choose a theme for the year and fit everything to it or he may have a different theme for each topic. The coordinator must be imaginative and flexible so that he can maintain an atmosphere of newness and professionalism. The coordinator should be on the mailing list of as many periodicals as possible in this field, and his budget should contain funds to cover such expenses when needed.

Since the class is to be made up strictly of volunteers, then it will be up to the coordinator to see that there is enough interest to warrant the program. To begin with, there should be at least twenty students from the junior and senior classes who sign up to attend all the meetings. It will be these people who read the books. The class members will be expected to speak up in the discussions. The students in the class will be encouraged to bring in their parents, friends and other students. Since, there are nearly six hundred seats in the auditorium, there should be room for many visitors.

The programs will come to PVCS from such places as the Lincoln Center, the New York State Council on the Arts, Film Societies, BOCES, the State University of New York at Fredonia, Studio Arena Theater and many other places.

DRAMA – SPEECH – – – – –

– – – – Displaying the full scope of human expression

WHAT'S THE ADMINISTRATION UP TO?

Francis V. Tonello*

Before we can respond to that question, we have to ask, ***What Did Congress Do?*** Federal funding of local public education is not new. Since 1917, the George Barden Act and its succeeding amendments has financed Vocational Education at the local school level. What significantly changed from 1963 to 1965 was the number of federal programs and the amount of funds appropriated.

A study of the table on the following page gives us the story concerning New York State:

1951 – 4 federally aided school programs – $ 7,088,451

1966 – 17 " " " " – 206,998,354

By May of 1966 the 17 federal programs were further subdivided into forty–seven (47) New York State programs. These divided themselves into the following categories:

- Adult Education
- Construction
- Educational–Secondary Instruction
- Guidance and Testing
- Instructional Equipment, Supplies and Materials
- Educational Media
- School Cafeteria Operations
- School Library Operations
- Teacher Programs
- Vocational Education
- Youth Programs
- Research, Pilot or Demonstration Programs

Within two years the 88th and 89th Congresses had passed more legislation aiding public and private education than in the entire history of the republic. The two bills which accounted for the greatest increase were The Elementary and Secondary Act of 1965 (ESEA) and The Economic Opportunity Act of 1964 (OEO). These two bills, along with the other legislation, sought to attack the root causes of poverty–ignorance, lack of training and lack of education. Unemployment and welfare dependency were seen to be directly related to illiteracy and inadequate training. The key to the ***WAR ON POVERTY WAS TO BE EDUCATION.*** President Lyndon B. Johnson and the Congress had made ***EDUCATION,*** in its broadest sense, the focus of ***NATIONAL POLICY.***

The first three Titles of ESEA were of direct consequence to the local school districts within Chautauqua County. Title I concerned itself directly with the ***educationally disadvantaged child.*** Such a child was identified by one or more of the following:

- two or more years behind in grade reading level
- approximately 30% differential between ability and classroom performance
- lack of basic social exposure and experience common to most children
- handicapped child (physical, mental, emotional, speech & hearing, etc.)

This was the child who had not been read to or who ***came off the hill*** for the first time when he went to the local public school. Title I, in general, focused on approximately the lower 10% of the student population of the local school district. Monies were to benefit both public and private school children.

The total school population of Chautauqua County is approximately 40,000. With a first year allocation of $801,000 county school districts attempted to reach out to some 4,000 students. Since the

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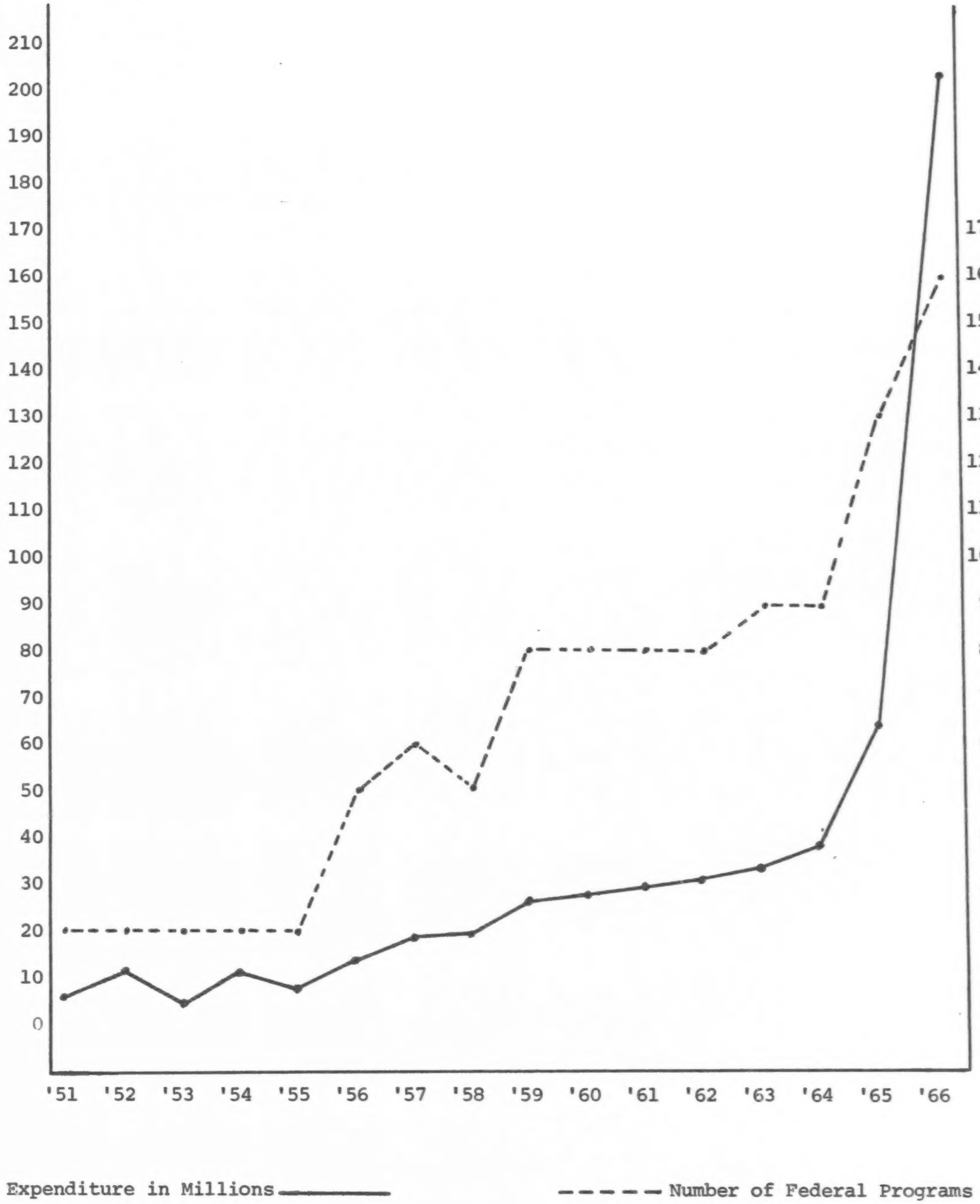
***Director of Federal Projects, Chautauqua County BOCES, 1965–69.**

FEDERAL FUNDS AND NUMBER OF PROGRAMS ALLOCATED FOR NEW YORK STATE
1951–66



average cost to educate a student was approximately $735, an increase of $200 per student meant a very considerable increase. These funds could be used for staff, equipment, materials, workshops, food, supportive services (nurse, doctor, psychologist, speech therapist), and even clothing. Title I funds encouraged use of *innovative* practices and new ideas. This specific use of funds for a designated purpose is called categorical aid.

Adapting Title I, ESEA to a local school district where the *educationally disadvantaged* student is scattered from kindergarten to grade 12 proved to be a difficult challenge. You can't reach everyone. Choices were made. Most schools concentrated on an elementary reading program. These were remedial and corrective in nature. A few attempted a comprehensive developmental program. The problem was staff. Where do you find a reading specialist? Trained specialists were simply not available. Specialists tend to gravitate to the urban and suburban areas of the state. A few schools had teachers with some background in reading, others conducted workshops for the entire elementary staff.

One school provided a leave of absence to train a reading specialist, but when she was about to return to the home school district as a *specialist* with commensurate salary consideration (over the regular scale), the teaching staff objected and the school lost its awaited reading *specialist.*

A very real problem in administering such categorical aid is that in applying the use of the funds one must do one of four things to reach the child:

- remove the child from the regular classroom for some part of the day
- provide a teacher aide and allow the teacher to concentrate on the disadvantaged student when and where necessary
- conduct an after–school program
- concentrate on a summer program

Each of these plans has its merits and weaknesses. The child who is withdrawn from the room, misses the regular class program or forces the teacher not to cover *anything new* during Johnny's absence. The teacher aide allows an integrated approach with the opportunity to work on specific weaknesses within the regular lesson. The afternoon class finds the child tired, and the same with the teacher. It also means taking the *late bus* home two or three days a week. If you add rural bus runs, you can come to a nine hour day for a child. The guidelines require *more than half* of a program be conducted during the regular year, preferably over forty weeks. Some schools start in January and then do follow–up work during the summer.

Another problem with categorical aid for the rural disadvantaged child is that it can compete with the 100–year tradition in New York State of *the greatest good for the greatest number.* For example, you have assigned a teacher aide and language master, filmstrip viewer and tape recorder to the room, along with books, filmstrips and tapes. With twenty–five children in the room, how do you practically reserve such material for just four children in the same room. You don't. Or, one can reason to the point that since Chautauqua County is included in the Appalachia Regional Development Act, and some districts run as high as 84% in state aid because of their low tax base, that *all the children in my district are disadvantaged.* The problem here is that monies received are based upon welfare rolls, aid for dependent children, families below $3,300 income (plus $500 per dependent), and children in institutions (St. Joseph's for Exceptional Children and Gustavus Adolphus). For example, you may receive $200 x 100 children or $20,000. If the aid is used to benefit the elementary school of 600 children, then only $34.00 reaches every child. At this point you may dilute the impact to the point that it is not educationally significant to do the job. The general recommendation is to *do more for fewer kids.*

It became apparent in May, 1965, that the red tape and complexity of working with different agencies relating to the expenditure of federal funds necessitated a central office to assist schools in the county with processing grant applications. The county chief school officers designated myself as Federal Projects Director. The fun began!

Title I funds are not automatic. The applicant must develop a program that meets the criteria of the federal and state guidelines. Given the dilemma above, one can begin to appreciate some of the difficulties. With proper staff coordination (administration, pupil personnel services, teacher, parent, advisory committee, it takes anywhere from two to six months to evolve a program. The typist needs two days to run off the *forms*, which include 200 sheets of paper (9 copies for Albany, 1 for BOCES, 3 for the school).

Processing the application in Albany requires seven weeks, with an additional six weeks to receive the first payment (25%). If the project is not approved, two to four more weeks are added. Since Congress does not appropriate funds in advance, one is constantly working with *guesstimate* figures. This means that one does not know until November or December what the final allocation is on a project that was planned in July and staffed in September.

Since an application had to *clear* as many as five–seven departments, it is a real advantage in establishing personal contacts in Albany that can anticipate problems with projects beforehand. The uncertainty in planning and funding has been the most difficult problem, especially where funds have been reduced to the local district from 1965–69 by as much as 50%. As general costs increase approximately 8% a year, the money gap grows even wider and pre–planning becomes *almost impossible.*

Title II, ESEA is the Library Act. In 1966, it provided $1.75 per student. Funds were used to support high interest, low reading level materials in the local elementary school library. It attempted to dovetail the Title I school program. With cuts in funding, only five of the nineteen county school districts received funds during 1968–69 compared with all nineteen districts in 1965–66.

Title III, ESEA and OEO programs were planned and operated on a county and multi–county basis and will be treated in a subsequent article with other cooperative programs.

In summary, categorical aid was written primarily for twelve to sixteen states of a very low economic level. It was aimed at Watts and Harlem and ghetto areas of large cities. It is difficult to apply to low income rural schools. We do not have the *pockets of poverty* in the sense of the cities. The poverty of Chautauqua County is a white poverty. It is the poverty of the aged. It is a poverty of pride versus a poverty of misery. Outside the cities of Dunkirk and Jamestown, our rural schools have less than one per cent (1%) minority group children.

What can the local school administrator do to effectively use categorical aid for the disadvantaged? About the red tape,–nothing. About the level of funding,–this is determined by national priorities. Funds are being reduced. The administrator needs, in the words of J. Arthur France, Associate Superintendent, BOCES of Chautauqua County, "an integration of federal financing into the total educational picture. It is too fragmented, at present, to make sound planning possible." The United States Office of Education is presently attempting consolidation of all federal funding programs.

The administrator does need other help. He needs help with program evaluation. He needs to look at evaluation in terms of ***qualitative results*** (behavior, attitude, relevant learning) versus ***quantitative results*** (standardized testing, teacher exams, I.Q.). He needs to develop an evaluation design that is an integral part of the program. It should measure developments in the beginning, the middle and at the end. It should not be geared to merely proving ***how wonderful we all are*** so that we can get more money next year. Evaluation should be frank and honest.–***tell it like it is.*** Show your weaknesses and your strengths. Refunding is based upon a soundly developed ***PROGRAM ATTEMPT–NOT JUST PROVEN SUCCESS.***

An administrator might ask himself: "Did I spread the program too thin? Am I hitting the lower 20% and missing the lowest 5% (the handicapped child)? Should more money go into a developmental teacher training program, pupil personnel services and supportive services? What is reading? Is it the technical process by which we translate a printed code into ideas; or is reading the outcome of a complex of a variety of experiences that can be related to the total educational experience–physical education, art, music, drama, speech, crafts, self–awareness, pride, recognition and success? Am I attempting to hit the effects rather than the causes? What are the causes? What ingredients make up the ***disabled reader***?

Federal financing has allowed us to explore many areas and apply known research to the local situation. It has stretched our imaginations and taxed our intellectual and educational capacities. It has given us pause to examine not only the disadvantaged child, but the whole educational process itself.

FUNDED 1984?

Francis V. Tonello*

There are several federal projects since October 1964 that were not funded but are worthy of note since they represent considerable effort expended on ideas that were supported as priority regional needs and remain so.

September of 1964 found the county District Superintendent and the author "standing in the damp woods south of Jamestown, New York, on a wet, rainy day." We were watching a pulpwood harvesting operation. Forests in the Chautauqua and Cattaraugus Counties, New York, occupy about 40% of the land area. The operation that we were watching consisted of felling the tree, lopping off the tops, swamping the branches, skidding the logs out with a chain and tractor, cutting the lengths into bolts, and loading the bolts onto the truck with a small lift.

According to Curtis H. Bauer, Consulting Forester of Jamestown, New York, there are some 1,000,000 cubic feet of pole–size hardwood timber and softwood plantations in the two counties.

"Within Chautauqua County, a particular board company exists which uses copious amounts of certain types of rough hardwood timber. There are four pulp and paper plants located within trucking distance of this wood supply that use the same type of wood growing here to manufacture paper. Buyers from these plants have expressed great interest in purchasing wood from our forests.

In spite of the large supply of wood and the demand for the product, there is very little pulpwood produced in this area. There is not one single pulpwood operator in the area equipped properly or adequately financed to profitably produce pulpwood. While this is an area of chronic unemployment, few people are willing to work in the woods at the business of producing pulpwood."

In reference to the *chronic unemployment*, it should be noted that Chautauqua and Cattaraugus Counties were incorporated into the Appalachia Regional Development Act, 1965, through the efforts of Senators Robert F. Kennedy and Jacob Javits.

The reasons for the lack of development of such an industry in the area are several:

1. High cost of disability and Workmen's Compensation Insurance (22% of payroll)
2. Relatively low income expectancy ($3,500–6,000)
3. Heavy physical labor despite mechanization
4. *Prestige* of labor not in tune with aspirations of young men.

It was thought that under the Manpower Training and Development Act of 1962 it would be possible to train retarded youngsters in a trade that could give them a steady income. Since this labor group was traditionally underemployed, it would be a genuine career opportunity. There were no organized harvesting companies in the area that could make on–the–job training available. It was necessary to attempt to organize a *special training program.* It was to run 8 months with a 40 hour week. Wages for the trainees would be $.87 per hour or $34.80 per week. Total cost of the project would be $35,000.

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*Director of Federal Projects, Board of Cooperative Educational Services of Chautauqua County, 1965–69.

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The proposal required the identification of 35 retarded students, ages 16–21. The class was to be divided into 7 teams of 5 boys each, rotating their experiences: felling, skidding, bucking, piling, splitting, peeling, loading and truck driving. Since a colony of Amish families is established in the South Dayton–Ellington area, getting horse drawn trains and trainers would not be a problem. Imagine a 20th century public school training program using horses with bearded Amish teamsters!

Mr. Sam Brown, Social Worker, Department of Social Welfare, Chautauqua County, devoted many long and patient hours to this *impossible dream.*

The project was not approved due to lack of a local employer who would guarantee employment at the conclusion of the training program.

The following project proposal represented the thinking of three years of effort. It was an outgrowth of the Southwestern New York School Study Improvement Council, affiliated with the State University College of New York at Fredonia. Since our BOCES Title III, ESEA was funded, we were in regional competition with ourselves. The program was very sound and was based on long range curriculum development and teacher training:

"Assessing the Needs and Resources of the Chautauqua–Cattaraugus Counties to plan an Effective Long–Range Program of In–Service Education," $45,224 – authored by Dr. John B. Bouchard, Professor of Education, State University College of New York at Fredonia – Title III, ESEA.

The "Western New York Educational Cultural Council" was a program involving the counties of Allegany, Cattaraugus, Erie, Chautauqua, Niagara, Orleans, Genesee and Wyoming. It planned to establish *satellite centers* in eight counties that would make available the cultural resources of the city of Buffalo, New York. These included:

Albright–Knox Art Gallery
Buffalo Philharmonic Orchestra
Buffalo Museum of Science
Buffalo and Erie County Historical Society
WNED–TV
Buffalo Zoo
Studio Arena Theatre

The basic idea was to contract with these cultural institutions and transport collections to the schools and/or to the *satellite centers.* Additional staff to service the schools would be added to the participating institutions, and field staff would be furnished to work with teachers and the children in the eight county region.

The television component of the project attempted to coordinate educational TV development with the outlying eight counties. Due to limited power output and lack of relays, the signal of Channel 17 in Buffalo could not reach much beyond 40 miles. For all practical purposes only two of the eight counties had adequate coverage. Coordination in planning compatible systems and extending television broadcasting facilities was to be integrated with the Communications Act as amended in 1962 which provides matching grants to the school (50–75%).

The project placed heavy emphasis on equipment which enjoyed a very low priority under Title III, ESEA. If one such project were approved, state–wide, it was deemed sufficient to demonstrate the efficacy of such a project for other regions of the state.

"The Western New York Cultural Council," Roger D. Semerad, Consultant on Federal Programs, State University College of New York at Buffalo, wrote the proposal under the sponsorship of BOCES, Erie No. 2, North Collins, New York – Title III, ESEA, $665,648.

These three major proposals represent today the same challenge as they did since 1964. We have yet to develop comprehensive programs that will take advantage of our natural wood resources; the cultural facilities of Buffalo and a comprehensive, developmental teacher in–service training program. We have written the first chapter, continued effort, and another day may well see these ideas come to reality by 1984.

BIBLIOGRAPHY

Bauer, Curtis H. Organizing, Financing, Equipping and Operating a Business to Employ the Mentally Retarded to Profitably Produce Pulpwood, a proposal submitted to the Manpower Development and Training Office (MDTA) by the BOCES of Chautauqua County, October, 1964.

GENERATION

These poems were written by 6th grade pupils in Miss Judith Balcerak's class at Charlotte Avenue Elementary School in Hamburg as a result of a Human Relations Education demonstration lesson. The topic was "Communication - A One Way Street."

A Special Spot

A special spot
Is a private spot,
More often than not,
A place for thought.

A place for quiet, and peace
To sort out your thoughts, piece by piece,
An opportunity to give life a new lease.
Where all noise and confusion will cease.

This is a special spot,
A private spot
More often than not,
A place for thought.

- Lisa B. Cochran

Peace of Mind

When I am alone I think
Who am I,
I am a special person,
Alone in my world
I think of myself
Just me.

I have a private talk
  with myself,
A reassuring talk,
It means a lot to me
To have peace of mind

- Virginia Bates

My Special Spot

My special spot
Is shut away
From all the noise
Of a normal day
I think the thought
That I can be
Someone else,
And not just me.
With my eyes closed
In my own small world
I can be who I want to be
Without being bothered
By the rest of the world.

- Cindy Fleck

COOPERATIVE PROGRAMS FOR THE DISADVANTAGED

Francis V. Tonello*

In a very real sense, private citizens and educators of Chautauqua County have been relating to the *educationally disadvantaged* child since April, 1944. It was at that time that the Vocational Education Extension Board (VEEB) was formed "for the purpose of giving instruction in agriculture and home economics and other special subjects as may be approved by the Commissioner. . ."

By May, 1954, the VEEB was replaced by the Board of Cooperative Educational Services (BOCES) to take advantage of expanded cooperative services made possible by the New York State Legislature in 1948.

By 1963 the four supervisory districts were consolidated into a unified county–wide district known as the Sole Supervisory District of Chautauqua County under District Superintendent Philip J. LoGuidice.

Historically, the small, rural school district was not able to relate specialized staff and services to children because of their size and limited financial resources. For example, Vocational Education was available in Jamestown (city) in 1880 and in Dunkirk (city) in 1914. But it was not until 1967 that the rural school districts in Chautauqua County were able to provide vocational education (except for agriculture and home economics). Yet, even this program would not have been possible *without federal funding.*

Cooperative or shared services of two or more school districts is made possible by contracted arrangements with the BOCES. To encourage school districts to share services, the New York State Education Department provides financial incentives.

In 1944, schools shared 2 services–today, 27 services are available to the local school districts in Chautauqua County. Cooperation is achieved in three ways:

- Itinerant Staff
- Centralized Classes
- Central Services Center

These services offer a variety of specialized staff and programs to meet the special needs of students not provided within the home school district. Approximately 14 of the 27 services are directed to the handicapped and/or disadvantaged child:

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*Director of Federal Projects, Chautauqua County BOCES, 1965–69.

Services Offered by the Board of Cooperative Educational Services (BOCES), Chautauqua County, New York (1968–69)

Pupil Personnel (Itinerant)

Dental Hygienist	5	
Speech Therapist	6	
Psychologist	7	

Instructional (Itinerant)

Art	2	
Music	1	
Driver Education	3	
Reading	1	
Instr. Communications	1	
Home Teaching	15	

Classroom Instruction

Adjustment (Learning Disabilities)	7	
Educables	14	
Trainables	4	
Head Start	1	
Migrant - Pre K	4	
Area Occupational, North Center	11	
Area Occupational, South Center	9	
Auto Mechanic (MDTA) Adult	1	
Practical Nurse (MDTA) Adult	1	
Articulation Seminars (SUC at Fredonia)	7	
Advanced Placement (SUC at Fredonia) (Jamestown Community College)	33	(courses)

Special (Central Service Center)

Finance	5	
Data Processing		(Contracted with BOCES, Erie 1, N. Y.)
Agricultural Consultant	1	
Test Scoring	1	
Title I, ESEA, Special Education	2	
Title VIII, ESEA, Dropout	2	
Library–Media Center (Title III, ESEA)	9	

Participating Schools

Brocton
Bemus Point
Cassadaga Valley
Chautauqua
Clymer
Falconer
Forestville
Frewsburg
Dunkirk
Mayville
Panama
Pine Valley
Ripley
Fredonia
Sherman
Silver Creek
Southwestern
Westfield

Cooperating Schools

Jamestown

The introduction of federal funds found a ready structure which could provide the special services required under the new legislation. Federal and state guidelines favored cooperative programs of sufficient size and scope to insure some breadth of impact. The paucity of specialized staff and expense give the co-operative program obvious advantages.

In May of 1965, the county chief school officers pooled a percentage of their Title I, ESEA funds to establish a central administrative office to coordinate the total federal programming effort. I was designated, by local board resolution, Director of Federal Projects for the county component districts. The merry–go–round has been spinning ever since.

The advantages of the central administrative office under the Board of Cooperative Educational Services (BOCES) were several:

1. Special federal grants favored *cooperative projects* to insure meaningful impact and broadest effect.

2. The Federal Projects Director and new staff were able to make inter–agency contacts in Albany, New York, and Washington as well as in the county.

3. Liaison could be established on a *regular basis* with community agencies reflecting a "total community" approach. These included:

    Chautauqua Opportunities, Inc. (OEO)
    Chautauqua County Welfare Dept. 1
    Cerebral Palsy Clinic in Jamestown
    St. Joseph's School for Exceptional Children
    Parochial Elementary Schools
    Children's Hospital, Rehabilitation Center, Buffalo, N. Y.
    Dunkirk and Westfield Family Centers
    Chautauqua County Mental Health
    Dept. of Vocational Rehabilitation
    Boorady Memorial Reading Center of Dunkirk
    Project Innovation, Title III, Buffalo, N. Y.

4. Once special grants were staffed, ideas and plans could begin to come to fruition.

The following programs and grants resulted from the Chautauqua County federal administration under BOCES. As new staff was added, it will be noted that several staff members produced proposals which resulted in successful funding. It was the total combined effort of the *team* that made success possible. What started with one staff member is now spread over several departments, namely:

– Federal Programs and Special Education, Title I (Francis Tonello)
– Occupational Education (Chester Lajewski)
– Educational Communications, Title III (Florence Emerling)
– Potential Dropout Prevention, Title VIII (Richard Miga)

General Curriculum Development, Teacher In–Service, Library Media Center, Pupil Personnel Services, Dropout Program, Consultants: (ESEA I, II, III, VIII)

Title I, ESEA – Chautauqua County Mobile Library, 1965–66 – $38,000 in materials, balance in staff, two delivery trucks, equipment	$77,000
Title I, ESEA – Chautauqua County Mobile Library, 1966–67 – truck service	18,000
Title I, ESEA – Chautauqua County Mobile Library, 1967–68 – truck delivery	16,646
Title I, ESEA – Chautauqua County Mobile Library, 1968–69 – truck delivery	16,024
Title II, ESEA – Chautauqua County BOCES Library, 1966 – 8mm single concept film, color slides, records, books, transparencies, prints, microfilm	45,000
Title III, ESEA – Planning Grant, January–June 1966 – "Chautauqua County Audio–Visual Multi–Media Curriculum Implementation Study"	32,000
Title III, ESEA – Operational Grant, 1966–69 – "The Development of Innovation in Education by Bringing Help to the Classroom Teacher" – Florence Emerling, Jane Smith, Dr. John B. Bouchard, William Saulsberry and 35 members of the Audio–Visual Council	500,000
Title III, ESEA – Planning Grant, 1966 – Survey of Educational Needs of Chautauqua County in conjunction with 8 counties of Western New York – Dr. Austin Swanson, Chairman of Western New York School Study Council – led to the formation of PROJECT INNOVATION – Director–Dr. Robert E. Lamitie, Williamsville, N. Y.	6,700
Educational Technology, 1969 – TV camera, tape duplicator, recorder, slide duplicator – Michael Luffred, Media Specialist	6,000
Title VIII, ESEA, 1969 – Potential Dropout Prevention Program – Planning Grant – Richard Miga, Director	20,000
Title VIII, ESEA, July 1969–June 1970 – Potential Dropout Recognition and Prevention Program - Richard Miga, Director	400,000

Preschool Education

Head Start (Economic Opportunity Act, 1964) Summer, 1966 – 118 pre-school 3 and 4 year–old children from Fredonia, Brocton, Westfield, Ripley, Mayville, Pine Valley, Silver Creek, Campus School and St. Anthony's Schools in Fredonia – Theris Aldrich, SUC at Fredonia, Director	$30,788
Head Start, BOCES – September 1967–June 1968 – 15 children, Methodist Church, Fredonia, Phylia Kohl, Director	20,663
Head Start, BOCES – September 1968–June 1969 – 15 children, Methodist Church, Fredonia - Phylia Kohl, Director	20,850
Head Start, BOCES – September 1969–June 1970 – 15 children, Methodist Church, Fredonia - Phylia Kohl, Director	21,500
Experimental Education for Preschool 2, 3 and 4 year–old Migrant Children – December 1968–August 1969 – 60 children, Sacred Heart School in Dunkirk – children are from families directly and indirectly employed in agriculture - Phylia Kohl, Director	89,000

Work–Study Programs

Work–study for High School Students, March–June 1966 (Vocational Education Act of 1963) – 350 students – Michael Valvo, Director	$61,753
Work–study for High School Students, September 1966–June 1967 – 200 students – Michael Valvo, Director	72,304
College Work–study, 1966 (Higher Education Act of 1965) – 15 hours per week in Film Library, transparencies production – Fredonia BOCES cost was 10% plus social security, federal cost was 90% – in conjunction with State University College at Fredonia Program ($80,000) – Frank DiNoto, Director	(5,000)*
Work–study and Neighborhood Youth Corps, Summer 1966 – Fredonia Youth Council, 2 students, contracted through Chautauqua Opportunities, Inc. (OEO) – Frank DiNoto, Director	(500)*
Work–study and Neighborhood Youth Corps, Summer 1969 – Dunkirk Family Center, 6 students, contracted through Chautauqua Opportunities, Inc. (OEO) – Ted Harris, Social Worker	(1,900)*

Manpower Development – Adults

Manpower Development and Training Act (MDTA) for Adults, 1968–69**	
Auto Mechanic	14,848
Practical Nurse	34,439
Selection – NYS Employment Service, unemployed or under–employed adults who have an interest in learning marketable skill – grant provides stipend of $50.00 and transportation expenses if necessary – nursing license is controlled by NYS Department of State – Chester Lajewski, Director	

Handicapped Programs (Mental, Emotional, Speech and Hearing)

Title I, ESEA – Chautauqua County Mobile Library, 1966–67 – Summer camp for mentally retarded, emotionally disturbed, neurologically impaired children – $7,000 – College Lodge, Brocton, N. Y.; Summer camp for severely retarded at Laona; workshops for teachers of the exceptional child – Dr. Peter Valetutti, Jean Kennedy and library workshop – $2,000	18,000
Title I, ESEA – Chautauqua County Mobile Library, 1968–69 – Summer camp for emotionally disturbed, neurologically impaired children – Camp Exploratory, Holy Cross Center in Dunkirk, N. Y. – $2,000; Speech Practicum – Robert Manzella, 15 sessions at the SUC at Fredonia – teachers, teacher aides, parents – $650; Coordinator of Speech Therapy – $500, Anthony Sedota	4,000
Title VI, ESEA, 1967–68 – "Project Handicapped" – Planning Grant for Survey of Service Needs of Handicapped Children in Chautauqua County	1,500
Title VI, ESEA, 1969–70 – Curriculum Coordinator of Special Education	15,400
TOTAL CHAUTAUQUA COUNTY BOCES PROGRAMS SPONSORED BY FEDERAL FUNDS: May 1965–June 1970	$1,549,815

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*Value of cost of service – provided by other agencies

**This program is in addition to BOCES Occupational Education Program of 20 classes

The aforementioned programs concentrated in the following five areas:

–	72%	General Curriculum Development, Teacher In–service, Library Media Center, Pupil Personnel Services, Dropout Prevention Program, Consultants: ESEA I, II, III, VIII
–	12%	Preschool Education
–	9%	Work–Study Programs
–	4%	Manpower Development – Adults
–	3%	Handicapped (Mental, Emotional, Speech and Hearing)

The BOCES Educational Media Center (72%) evolved into an integrated curriculum development and library service center. The center was also supported since 1963 by National Defense Education Funds (NDEA) and general funds.

It is interesting to note the level of local curriculum development support which preceded federal funding. In 1965, the two counties of Chautauqua and Cattaraugus contributed $4,500 to the Southwestern New York Study Council. The total school budgets of these two counties was approximately $40,000,000 in that same year. The Council, under the encouragement of Dr. Dallas Beal, Dean for Professional Studies at the State University College of New York at Fredonia, and Dr. John B. Bouchard, Executive Secretary, made available a suite of three offices in "Old Main" in Fredonia. In that year, the Council worked on developments in modern math, biology, social studies and English. The ideas were great, but the financing was woefully inadequate. One half of one per cent (.005) of the two county budgets would have produced $200,000 for curriculum development.

Traditionally, local effort has not funded curriculum development. We are not speaking of basic research and development. This already exists. We are addressing ourselves to the fifty–year gap between proven research and local public school practice.

Title III, ESEA gave the two counties an opportunity to address a major effort in closing the gap.

The curriculum development and library–media center enjoyed the talents of Mrs. Florence Emerling, Director. Using experienced teachers, audio–visual coordinators and curriculum specialists, the Educational Media Center was able to furnish a broad range of services. The center is staffed by:

Mrs. Jane Lindstrom	Librarian
Michael Luffred	Media Specialist - programmed instruction, slides reproduction, tapes, photography and television
Robert Carroll	Social Studies Specialist
Harold Gloss	Graphic Arts Technician and Field Service Director
Richard Miga	Science Consultant

Two mobile classrooms made it possible to house materials, equipment and staff outside the local public school building and work with a school staff on a particular program. For example, the science consultant conducted a class demonstration within the teachers' classroom and was available for in–service to the teacher during her preparation period or after school.

The center furnishes two trucks that deliver materials to 106 buildings every day of the school year. Deliveries are made to buildings housing anywhere from 20 to 1,600 students. These stops include both public and private schools. Jamestown Public Schools are not contracted in the delivery service, but their teachers are served at the Center in Fredonia.

The total holdings of the Chautauqua County BOCES library are approximately 21,000 and the number of titles is 14,000. The following table tells the phenomenal story of circulation from 1963–68:

Year	16mm Film	Other Media	Total
1963–64	2,526	66	2,526 16mm only
1964–65	7,434		7,434 16mm only
1965–66	9,678		9,678 16mm only
1966–67	13,394	29,791	43,185 all media
1967–68	15,784	47,557	63,341 all media

The librarian is assisted by two circulation clerks, a cataloguer, film inspector and part-time student help. Cataloguing material over three years has made it impossible to develop a current printed catalogue to keep up with all the new acquisitions. In June, 1969 it was decided to reproduce the BOCES card catalogue. This catalogue will be placed in the regular school libraries beside the regular book catalogue of the school. Color coding identifies the media (record, print, color slide, tape, etc.). Updating the library will consist of adding new cards as new acquisitions are acquired.

The daily delivery of materials has been well received by the schools. It has provided a wide range of acquisitions not likely to be found in the local school library. The collection is ideally suited to a multi–sensory approach to instruction.

Since local federal funds could be used to purchase equipment such as tape recorders, overhead projectors, language masters, etc., the BOCES *back–up* library was a good complement to the local Title I effort for the educationally disadvantaged as well as to all students.

The second major cooperative effort (12%) of the BOCES was early childhood education. We were most fortunate in being able to employ the services of Mrs. Phylia Kohl to direct this program. As a graduate of Bank Street College, New York, she brought to us a degree of expertise which profoundly influenced the total quality of early childhood development in Chautauqua County. Bank Street College pioneered the cause of early childhood development over fifty years ago.

Benjamin Bloom and others support the conclusion that, in terms of intelligence measured at age 17, about 50% of the development takes place before age four. If this is true, then it would seem that a stronger emphasis in the early years of development should command the staff and resources commensurate with the educational implications.

The recent report of the United States Office of Education (USOE) supports the fact that, unless there is adequate follow–up, the impact of a one year preschool program is lost. After one year with the BOCES, what then? Once the child leaves us we have no legal jurisdiction or control. What the local public school does *after the BOCES program is more significant than our effort.* Liaison with the local schools needs to command more of our time and more of the school's time. Since we are both autonomous and independently financed, it can readily develop to the point that we are doing our work too independently of the local school staff in grades K–3.

Our program is staffed to meet a wide range of special needs of the migrant child. The staff in the preschool migrant program consists of the following:

- 1 part-time supervisor
- 1 part-time administrator
- 4 teachers
- 4 full-time teacher aides
- 4 half-time teacher aides
- 1 full-time cleaning woman
- 1 part-time nurse
- 1 part-time social worker
- 1 volunteer social worker (Migrant Committee)
- 1 full-time cook
- 1 full-time kitchen helper
- 1 part-time secretary
- 8 volunteer parent aides
- 9 volunteer college student aides

Since there is no one on the staff with specialized training in Early Childhood Development, *In-service training on a continual basis is absolutely essential to maintaining the quality of the program.*

As part of the poverty program where possible, we try to hire minority group staff in our preschool program. All of our teacher aide staff are black or Puerto Rican. They do an excellent job. But we have our problems. Promptness and reliability are job qualities which have to be worked on with some minority group personnel. One becomes involved with lack of transportation, baby sitting, fatherless families, out–of–wedlock mothers, clothing and cribs for the newborn, domestic fights, follow–up on welfare payments and ever disrupting *transiency.* The instability of the teacher aides and their families can consume a very disproportionate amount of time in accomplishing a given goal.

But this is just the point with dealing with disadvantaged people. It does take:

A disproportionate amount of time,

A disproportionate amount of service,

A disproportionate amount of funds to do the job.

These are exactly the reaons why the special needs of these children, their families and staff are neglected. A local school administrator who has 1,000 children to care for simply cannot give 10% of his pupils 50% or more of his time.

Teachers are committed to spend two hours a week in the homes of the migrant children. In addition, homes are visited by the nurse and volunteer social workers from the Southwestern Area Migrant Committee of Chautauqua and Cattaraugus Counties. The Migrant Committee is concerned with housing and employment. Their knowledge of the 26 camps and migrant movements has been invaluable in identifying the school children. Also assisting is a liaison office, the Dunkirk Family Center, located one block from the Sacred Heart School. The director, Mr. Richard Michaels, is closely associated with some 400 minority families in Dunkirk. His knowledge of the needs of these people is most helpful to us.

Why so much community involvement? Traditionally, all of these agencies have related to the needs of the migrant family but *never on a coordinated basis.* Effort is there. Monies are being spent, but it is all too fragmented. Unless the total family is considered as a family, publically–supported effort is wasted.

Is it really possible to change attitudes and values? *"Be realistic, Tonello. You can't change people. Live and let live."*

I can only answer that, from our limited experience over the past six months, I have seen the mental, emotional and psychological impact on human beings who have found purpose to their activity in life. When they (both children and parents) realize that you care for them, that you will listen to them, that you are interested in what and how they do things, that you respect them, that you love them, *yes,* they do respond. Why not? People desire the same basic things. They want pride, dignity, respect and independence. They want to be inspired to believe in themselves and believe that they can really change their condition.

Motivation is not easy. It takes work. Teachers and supervisors must be concerned with people and ideas rather than paper, procedures and things.

Motivation in job performance is dependent upon *attitudes toward work as well as skill.*

Attitude is tempered by the degree to which certain basic human needs are satisfied.

Leadership must provide an atmosphere in which personal satisfaction of individuals is achieved while working toward the common goals of the program.

One of the primary objectives of building good morale is to develop a willing and voluntary effort on the part of everyone. Sincerity, honesty, openmindedness, kindness, interest in group welfare, understanding, respect for experience, respect for the individual's contributions are the essence of morale building. In working with the disadvantaged, I might recommend the following:

- *Teach by physical demonstration* — let them try things out
- *Build self—confidence* — divide jobs into small tasks; let them prove themselves
- *Take a chance on people* — forget grades, references and I.Q.s; accept them for what they are
- *Try people on the job* — temporary placement
- *Provide clear definitions of job expectancy*
- *Rotate the jobs; rotate the supervision*
- *Define adequate limits of proper conduct*
- *Approach should be positive* — "Don't tell me what I am not; tell me what I am and what I can do."

There are some characteristics that minority group staff reveal. They have strengths which must be appreciated:

- Hardship and sacrifice have seasoned their character
- Hard experience makes them realistic and practical
- Long suffering has taught them patience and courage
- Need has shown them the value of team loyalty
- Transiency gives them adaptability

We have tried to relate to the needs of the migrant worker and the migrant preschool child. We are trying to study, to learn, to understand. No one has all the answers. We can only hope that with hard work and prayer we will achieve a relationship that can bear fruit. I believe we have come *closer* to these work and prayer we will achieve a relationship that can bear fruit. I believe we have come *closer* to these people in a few months than the educational community has ever come in their lives.

I believe that the social unrest that surrounds minority group people can be alleviated if the *total community works together* to meet the *genuine needs* of the minority groups and the one million migrants roaming America.

The fourth concentration of BOCES cooperative programs concentrated on Work–study programs (9%). I found this perhaps the most refreshing of all the federal programs. It was tangible; it put needy students to work, trained them in a job, earned them pocket money, kept many in school and provided a permanent job opportunity for others. The three (3) work–study programs involved both college and high school students:

COLLEGE WORK–STUDY – Higher Education Act (formerly under OEO) – Sub–contracted through SUC at Fredonia, Student Financial Aids:

15 hours per week – 7 students 1966–69; students paid $1.40–1.75 per hour.

Worked in BOCES 16mm film library, media center, transparency production, typing and general office work.

VOCATIONAL EDUCATION ACT PL 88–210:

9 hours, during or after school

Vocational students only – related to BOCES vocational training experience.

Libraries, parks, playgrounds, cafeteria, and custodial.

Students could work in school or at non–profit or public institutions out of school.

Students paid $1.25 per hour.

550 students enrolled over two years.

Program terminated; federal funds not appropriated.

NEIGHBORHOOD YOUTH CORPS (OEO) – Mr. Ted Petersen, Director – Chautauqua Opportunities, Inc.:

Employed youths 16–21 from low income families with intention of enabling the student to stay in school where economic pressure would force him to drop out.

		In–school	Out–of–school
1966–67	$90,000	90	15
1967–68	80,000	80	12
1968–69	59,000	59	11

Guidelines:

- Job must increase the employability of the student
- Work must not displace an employed worker
- Publically owned or operated facility
- Must be coordinated with vocational training and educational services

Approximately 75% of the students related to broken homes. Of the 229 in–school students enrolled in the program, only 6 dropped out of school over a 3 year period. The students liked the work and employers responded in several cases with full-time employment at the termination of the work–study program. Below is a list of the jobs and agencies that have been involved in the Neighborhood Youth Corps Work–Study Program:

OUT–OF–SCHOOL:

- American Cancer Society
- Fredonia Youth Council
- Dunkirk Free Library
- Prendergast Library, Jamestown
- WCA Hospital* (therapy, kitchen, telephone operator)
- YMCA
- Boys' Club
- Treasurer's Office, City of Jamestown*
- Village of Westfield – Water and Electric*

IN–SCHOOL:

- Clerical – Guidance Office
- Library
- Cafeteria
- Shop
- Garage

Students were paid $1.50 per hour – 10 hours per week during the year and 26 hours during the summer.

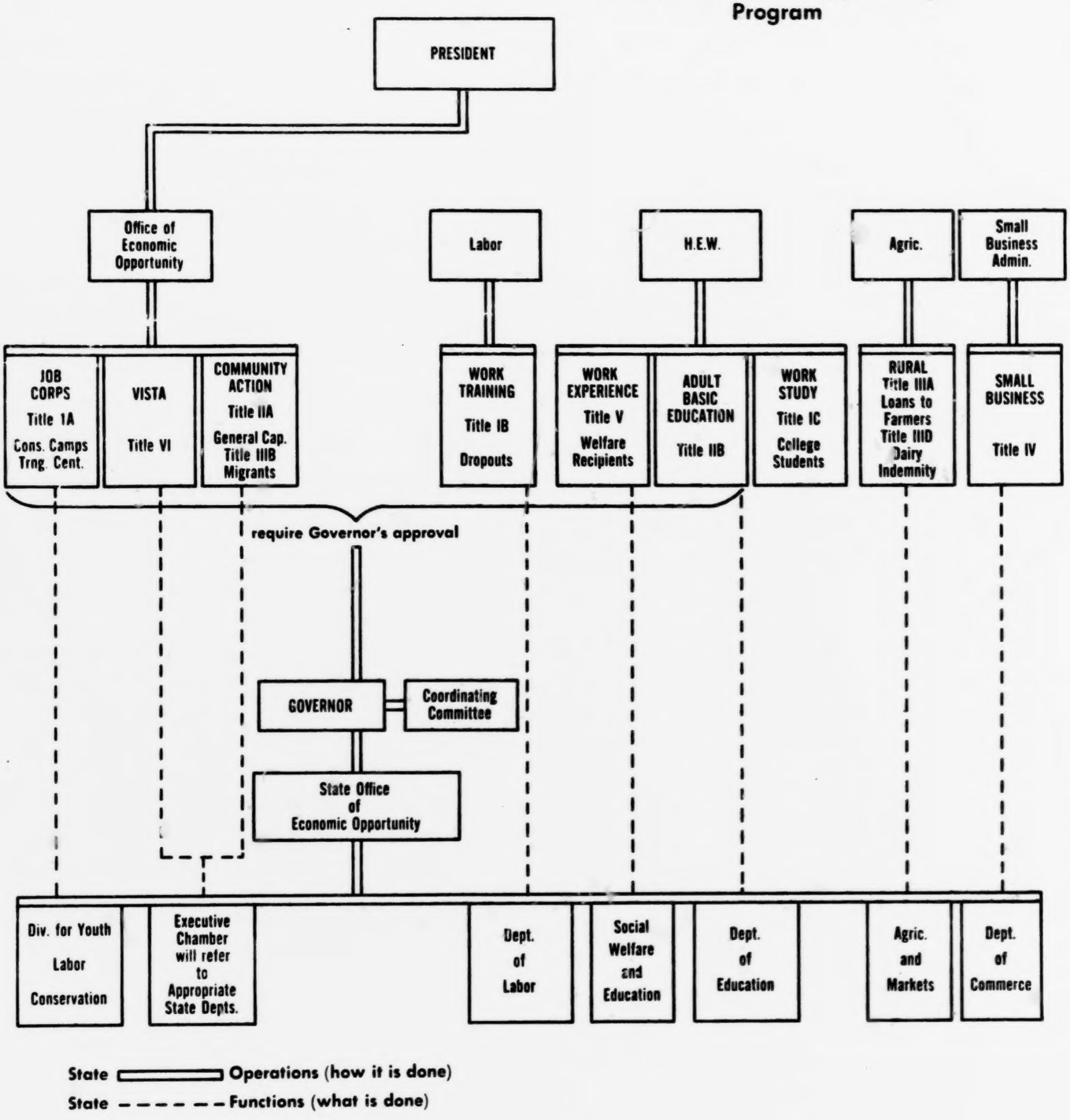
The work–study programs are an excellent investment in our youth. But we need more employers who will assume the responsibility for youth part-time employment. Federal programs are pump–priming programs. Certainly, the dynamics of our present economy demand that we put more of our youth to work. Part-time employment is sound both from the standpoint of the trainee and manpower development.

The fifth concentration of the BOCES cooperative programs focused on the handicapped child (3%). These programs were planned to supplement the basic commitment to the 280 children enrolled in 24 BOCES classes. In 1968–69, general funds provided $371,000 for these classes. They consist of the following:

		Year Started
4 Trainable	– Severely retarded 24–50 IQ	1962
13 Educable	– Retarded 50–75 IQ	
7 Adjustment	– Learning disabilities, emotional, neurological, perceptual	1965

Schools spend 60% to 270% more to educate these children than the average child. Class size varies from 8 to 18. Half of the classes have teacher aides. While this represents a high degree of commitment, our program has weaknesses. While we have some non–academic activities in the regular classroom (sewing, cooking, art, woodwork), we have no full–scale *non–academic program.* Our priority need is a job–placement coordinator who could work with both employer and teacher in a work–study program.

Federal Economic Opportunity Program


PRESIDENT
Office of Economic Opportunity
Labor
H.E.W.
Agric.
Small Business Admin.
JOB CORPS Title 1A Cons. Camps Trng. Cent.
VISTA Title VI
COMMUNITY ACTION Title IIA General Cap. Title IIIB Migrants
WORK TRAINING Title IB Dropouts
WORK EXPERIENCE Title V Welfare Recipients
ADULT BASIC EDUCATION Title IIB
WORK STUDY Title IC College Students
RURAL Title IIIA Loans to Farmers Title IIID Dairy Indemnity
SMALL BUSINESS Title IV
require Governor's approval
GOVERNOR
Coordinating Committee
State Office of Economic Opportunity
Div. for Youth Labor Conservation
Executive Chamber will refer to Appropriate State Depts.
Dept. of Labor
Social Welfare and Education
Dept. of Education
Agric. and Markets
Dept. of Commerce
State Operations (how it is done)
State Functions (what is done)

New York State Economic Opportunity Program

Such a program could encourage employers' participation by paying the student through funds from the Department of Vocational Rehabilitation (DVR). Such a program could run from October–March. A program of half work and half school would best prepare the slow learner for gainful employment.

Our second priority was for a supervisor of special education. No classroom supervision is provided for the above classes. A supervisor would be responsible for curriculum and would assist the teacher instructional program itself.

Our third priority was expansion of our trainable classes from 4 to 6 classes. Our one room schoolhouse at Lakewood gave Mrs. Cecelia Fisher an age span of 8–19.

All three requests were not funded. Title VI, ESEA (For Handicapped), a new addition to ESEA (1968), was funded for only 10% of its authorization. Prospects for funding a supervisor of special education for 1969–70 look hopeful.

Title I funds were used to meet other needs relating to the instruction of the handicapped:

- Inservice workshops
- Practicum for parents, teachers, aides in speech
- Home--school coordinator
- Speech therapy coordinator
- Psychologist for non–public school children
- Equipment, audio–visual for classroom use
- Summer physical education for trainables
- College Lodge and Camp Exploratory – summer camps for children with learning disabilities

The workshops drew the different staffs together for the first time. The special education teacher can be very isolated in her efforts since she may well be one of two in a separate building. The workshops brought the teachers in close contact and there seemed to be a genuine *thank you* for the long overdue recognition of the staff whom I regard as the *chosen few.*

The supportive pupil personnel services were most valuable. Traditionally, the child who is bussed to a BOCES class in a separate building loses the effectiveness of the pupil personnel services from the home district. For example, the teacher of the trainable class in the Lakewood Methodist Church must relate to seven school districts. The telephone is, of course, available but the distance makes her low priority. But low priority becomes no priority. With additional staff we were able to do the follow-up work so vitally needed in working with the handicapped.

The following is a case study by the home–school coordinator:

"Johnny is a mentally retarded boy of 15½ years of age. The family is on welfare, but the mother 'drinks' the money. The mother is frail and in her sixties. The father has a heart condition and is in his seventies. The child pan–handles, has stolen money from the teacher on three occasions last school year. The boy receives free lunch at school. He is uncared for at home. He frequently calls up the teacher and staff, visits their homes, will do odd jobs around the house and eat. He is hungry and poorly clothed. Welfare, Salvation Army, St. Vincent De Paul's have been over the course so many times, without success, that they are reluctant to expend money and staff on a situation that consumes valuable resources of the agency; But in the meantime, there is Johnny. He attacked his mother and she went to the police. He played *hooky* about ten days during the year. He can outrun Mrs. Nelson and the attendance officer by a mile.

Johnny is a potential dropout who is headed for troubles very early in life. What can we do? Wait until he steals a car and then joins the other retarded, emotionally disturbed boys in a *reform* school? We have spent more time on Johnny than any twenty special education students last year. We have no non–academic program for him. He will likely drop out of school in January, 1970."

One of the most successful of our cooperative programs for handicapped children was a summer camp at the State University College of New York at Fredonia Lodge at Brocton, New York. The program involved some 60 children–retarded, emotionally disturbed and neurologically impaired. The excitement of nature, the challenge to his physical stamina, team work, pride in building the branch and leaf huts in the woods, imagination in using resources of the outdoors created an outward pride and sense of real accomplishment that only camp life can instill in an individual. The parent, who was embarassed to have others know that her child was handicapped, seemed to find assurance with others that they need not hide their problem *in the attic.* They were all in the open and the bright sun was warm and good. Mr. Vincent DeCosta, Director, and Mr. Arthur Asquith, Physical Education Director, accomplished a genuine confidence among the children and adults.

While we were not able to re–fund this program, the taste of success has remained. As a result of his persistent hope for continuation of the summer camp, Mr. DeCosta inaugurated a private camp to be housed at Holy Cross Center in Dunkirk. Funds are being raised privately through an auction sale, organized by Mr. Raymond Pesarchic, BOCES Chief Psychologist. Matching funds from the Department of Mental Health have been pledged with some limited Title I, ESEA funds from Brocton, Falconer and other county school districts.

The name of the camp is *Camp Exploratory.* It will be open to neurologically and emotionally impaired children, ages 8–14. Camp will open July 28, 1969, at Holy Cross Center, Dunkirk, New York. The true measure of success is not how much more money we can get from Albany or Washington, but how many *Camp Exploratories* can realize fruition!

What individual teachers, parents and community leaders *do on their own initiative* is far more significant, I believe, in the long run than what a project director can ever hope to accomplish.

Regional Cooperation

As planning moved forward, it was obvious to the county chief school officers of Western New York that there were certain programs which required regional planning and cooperation on a multi–county basis. These included educational television, cultural resources, master planning and evaluation.

The following regional programs were organized and successfully funded in cooperation with the eight counties of Western New York: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans and Wyoming:

TITLE III, ESEA – PROJECT INNOVATION – Dr. Robert Lamitie, Director, 27 California Drive, Williamsville, New York

"A Supplementary Education Center for Western New York," 1967–70 – Core Staff, Regional Planning, Evaluation, Planning Services, In–service. Dick Egelston and Jack Hansel	$418,572
Manpower Development Program – regional recruitment of teachers: encourages talent outside the field of education to come into teaching. Sponsors and local educational agency: Union Free School District No. 1, Town of Tonawanda, New York	28,378
"Human Relations – Teacher Training Program," City of Buffalo 1967–70. Development of staff to better relate to inter–cultural instruction of minority group children	719,000
Project Innovation branch office to service Cattaraugus and Chautauqua Counties, Olean, New York – David Mack, Coordinator. Purpose: To improve efficiency of *Project Innovation* services directly to outlying rural counties. Services include but are not limited to: regional planning and evaluation for Chautauqua and Cattaraugus Counties	50,000

The constant necessity of up–dating school data is vital to federal funding, both at the regional and local level. Project Innovation shares building facilities with the Western New York School Study Council connected with the State University of New York at Buffalo. In so doing, the combined effort of these two structures has been of significant value to the chief school officers of Western New York.

The prolific amount of new research applicable to special education has caused national and state leaders to consider a structure which would centralize material resources, information, dissemination, evaluation and inservice instruction on a regional basis. Fourteen centers function as a national network. New York State system includes Albany Region (Maurice D. Olsen) and CUNY Region (Gloria Wolinsky) Hunter College, New York, in addition to Buffalo. The Buffalo center has recently opened its new facility.

SEIMC – Special Education Instructional Materials Center, PL 88–164, as amended – Mrs. Elizabeth Ayre, Director, State University College of New York at Buffalo, 1300 Elmwood Avenue, Buffalo, New York – Title VI, ESEA funds for materials	$80,000

SEIMC of New York State will provide:

Materials for All Handicapped Children

- Mentally Retarded
- Hard of hearing
- Deaf
- Speech impaired
- Visually handicapped
- Seriously emotionally disturbed
- Crippled
- Other health impaired

Services for Personnel

- Teachers
- Supervisors
- Consultants
- Librarians
- Researchers
- Personnel in public and private agencies
- School counselors and rehabilitation counselors

With the lack of supervisory staff and an organized local inservice training program in Chautauqua and Cattaraugus Counties, SEIMC of Buffalo augurs a promising helpful hand where professional specialized services can be made available to the local rural school districts.

BOORADY READING CENTER, Dunkirk, New York

One special program that we assisted in its initial stages was the OEO application of the Boorady Memorial Reading Center of Dunkirk, New York. A Catholic nun by the name of Sister Marie Baptista Pollard, Ph.D, started a private developmental reading center in the city of Dunkirk. The Memorial, under the sponsorship of the Boorady family of Dunkirk, furnished a 12–room house at 603 Central Avenue, Dunkirk, for the new school.

It took many rewrites to prepare the application. Mrs. Vaughn Meister rates a gold medal for her patience in finally seeing the Boorady application through to success. Sister made direct application to Washington, D. C. The late Senator Robert Kennedy visited Boorady's and was helpful, with other local senators and representatives, in re–funding the Center in spite of budget cuts. The Center enjoys excellent community support.

The Center served 415 children during September 1968–June 1969. Sessions run one hour each from 8:00 A.M. to 8:00 P.M. and serve children from the county, mostly from the Dunkirk–Fredonia area. The Center received two volunteers from the Volunteers in Service to America (VISTA) to help with the program. The school enjoys a charter from the State of New York and is well staffed by reading specialists, psychologist, speech therapists and experienced teachers. Boorady's contribution in the use of a broad clinical–diagnostic approach to an understanding of the child with a *reading problem* is significant. The use of consulting neurologists and psychiatrists and pediatricians is an established procedure.

The children at the Center are a delight to see. They come in, go to the file, take out their work, sit down and go their own way. They receive a very comprehensive evaluation from Sister Pollard, who is a psychologist and reading specialist. Once evaluated, they know their own strengths and weaknesses. They know what they need and how to proceed with little direction. But more than anything else, they feel a sense of security, purpose, understanding, dedication and love.

"Hello Charlie! Hey, what have you got on there? What, a new tie?"

"Your birthday! ! ! Why, let's go tell Sister Teresa. . . ."

They really feel important and wanted at Boorady's. And a little treat is always ready in the candy jar on the shelf.

Last year, Boorady Center experimented with six brain–injured children with unusual success. The Center relates to new research and sound child psychology. Above all, the Center and its director are a genuine inspiration to the children and to the community.

Conclusion

I have attempted to relate a history of the finance, organization and structure of cooperative federal programs for the disadvantaged child in Chautauqua County since 1965. But I cannot leave that record without a personal, subjective note. While extra financial aid has been a help, there are limits to what money alone can do. The disadvantaged child is right when she says our *Little Red Schoolhouse is too tight.* It is tight in the sense that it needs an atmosphere of open experimentation, freedom to try things new, freedom to fail, realizing that it is through effort and failure that the greatest lessons are learned. We need to develop leadership among our teachers. They are closest to the child; they need to have a stronger voice in determining new program development.

Much discussion of curriculum and change evolves around material things–more equipment, more room, more book's, etc. One hears too little of values, attitudes, and understanding of the chemistry of the inter–relationship of one human being with another human being. A person wants to feel his importance. He wants to know what he *is,* not what *he is not:* He wants to know success, not be reminded of his failures.

One should look at the child in terms of more fundamental human needs. What is his home like? How many children are in the family? What kind of work does his father do? Does he have parents? Is he fed? Is he clothed properly? Has he been to a doctor, dentist or a clinic? The teacher must look at the family as a whole. Should the school provide more time with parent education?

Emotional development is perhaps the most neglected area of our efforts. How do we relate to human contentment, fulfillment or happiness? What is the end result of school?

Has a nation ever been more affluent, better educated and more endowed with material wealth? Has a nation's children ever been more discontent, more torn by the gap between justice and injustice, ideals and hypocrisy? Why do we seek a better education–to acquire personal wealth only? If money doesn't buy happiness, what does?

The disadvantaged child has forced us to examine the raw essentials of the purpose of the profession–relating to the *fundamental needs of the human person.* She is telling us that human success is a combination of values, attitudes and purposes for herself and her relationship to her fellow man. Sometimes we are afraid to say what our purpose really is. The disadvantaged child has given us real pause to think since 1965. We have tried to relate all the research, all the techniques, all the visuals and have come to find, perhaps, that virtue, dignity and love are truly what she needs most.

In so saying, she has come to teach us that it is the degree of our personal dedication to the total human person as an intellectual, emotional and spiritual individual that will make possible our true contribution to the disadvantaged child.

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